



Modern American English

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6

New
Edition

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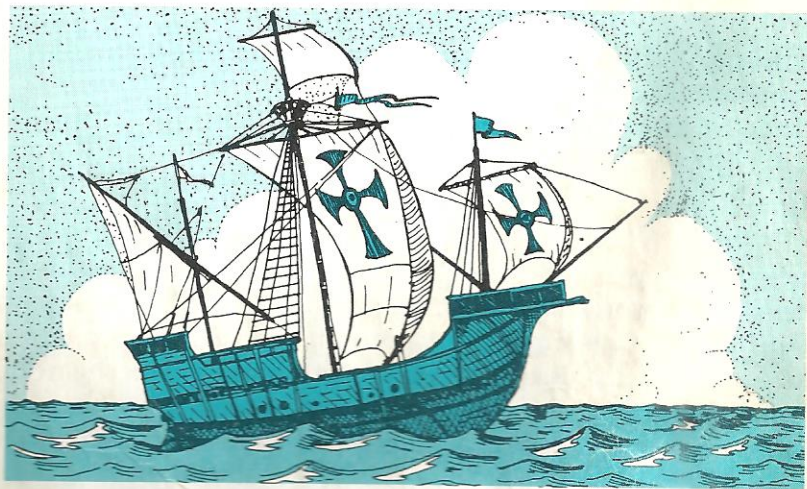
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ied. In this book, questions are given which provide opportunities for the students to state their opinions or to discuss their ideas. The teacher should encourage such discussion at all times. These questions are only suggestions. Each teacher should work out the particular questions which fit the reality of the particular situation and group of students.

SUPPLEMENTARY MATERIAL. A Teacher's Edition is available for each level of this series. For each book, a companion workbook is available in which each workbook lesson is closely coordinated with the corresponding lesson in its matching book. The workbooks provide additional material to help build all four of the language skills: listening, speaking, reading, and writing. For even more oral practice, cassettes may be obtained that cover the material in each of the book lessons.

Reading and Oral Practice: Space Travel (Part 1)

Listen and repeat. Then answer the questions.



Only five hundred years ago, the oceans were the limits of people's knowledge of the world in which they lived. They were afraid to sail out into the oceans because no one knew what might be waiting for them there; the shore was the edge of the world, many people believed. The Portuguese navigators who began to break through this darkness stayed within sight of the coasts as they discovered the sea route around Africa. Then, in 1492, Christopher Columbus sailed directly across the Atlantic. He thought he had reached India, but he had really discovered the American continents. From that time on, other navigators explored the continents and islands in the unknown seas until those lands had become familiar parts of the world. Routes of travel and commerce spread out across the oceans to bring the whole world together. The oceans have come to seem small now that a commercial jet plane takes only a few hours to cross the Atlantic.

1. How did people feel about the oceans five hundred years ago?
2. What did the Portuguese navigators do?
3. What happened in 1492?
4. What did Columbus think? What had he really done?
5. What did other navigators do from that time on?
6. What brought the whole world together?
7. Why do the oceans seem small now?

There were already people living in the world that Columbus discovered. They had probably passed over the Arctic bridge of land and ice from Asia many thousands of years before. After Columbus, Europeans began to colonize the New World even while they were still exploring it. In spite of the difficulties that the early colonists encountered, the New World turned out to be a good home for them. In a short time, it really became just another part of our one world.

8. How had people probably come to the New World before Columbus?
9. What did Europeans do after Columbus?
10. What did the New World turn out to be?
11. What did it become in a short time?

In our own time, we have begun to explore another limit of humanity's knowledge. Beyond our world lies space. We have now made our first voyages into this new "ocean," which is so large that we cannot really measure it, as we can the ocean that Columbus crossed. People have walked on the moon, the nearest object in space to our own earth. Exploration of both the nearer and farther planets has begun as well. Instruments carried on these space voyages have sent back useful information about these planets. The use of space has already begun; communications and weather satellites now orbit the earth.

12. What has begun in our own time?
13. How large is the "ocean" of space?
14. Have people walked on the moon?
15. What else has begun?
16. What have instruments carried on space voyages sent back?
17. What is the first use of space?

Are we at the beginning of another Age of Exploration? Perhaps even more important, are we at the beginning of another Age of Colonization? As the population of the world increases toward the point where the earth can no longer support all the people crowded on it, the second question has become urgent. Will we discover a new world, as Columbus did, on which human life will be possible? At this point in the space age, no one can really answer these questions. We can say, however, that we will not see tomorrow the kind of space travel that science fiction and the movies have shown. It will be a long time before we have flights that run on regular schedules to human colonies on the moon or one of the planets. We are not even going to be able to take immediate advantage of the minerals that we may find on the planets in our own solar system.

18. What periods may be beginning?
19. Why is the question about another Age of Colonization urgent?
20. What can we say about space travel?
21. What will take a long time?
22. What are we not going to be able to take advantage of now?

Great problems must be solved before we can send colonists out into space. The distances that must be covered and the time it takes to cover them can hardly be imagined. There are also dangers that we still do not really understand—from radiation, for example, or from pieces of matter out in space, or from contamination from forms of life that might exist there. There is also the need for humans to take their own environment into space with them. So far no "island" has been discovered in space on which people can exist without systems that support life, and these systems must accompany any future space travelers. Finally, on the most practical level, there is the enormous expense involved in space exploration. The American and Soviet governments have already spent billions of dollars for projects from which they can receive a return only in knowledge.

23. What is one problem about travel in space?
24. What kind of dangers may exist?
25. What do humans need to take into space with them?
26. What has not yet been discovered in space?
27. What is a practical problem for space travel?
28. What have the American and Soviet governments already done?

Many similar dangers were met and overcome during the centuries when humanity was exploring and colonizing the new continents. In the tiny ships of the fifteenth and sixteenth centuries, the distances seemed enormous. Columbus's crew almost made him turn back on his first voyage even though he was especially lucky in the weather that he encountered, the route that he chose, and the time that the voyage took. Ferdinand Magellan, James Cook, and many others were killed by the people who lived in the lands that they explored. And still more disappeared forever in storms at sea. Diseases were carried from one part of the world to another; sometimes they killed off whole groups of people in places where those diseases had never been known before.

29. To what are the dangers of space travel similar?
30. How did distances from continent to continent seem in the fifteenth and sixteenth centuries?
31. What almost happened to Columbus on his first voyage?
32. How was he especially lucky?
33. What happened to Ferdinand Magellan and James Cook?
34. What happened to still others?
35. Why were diseases a special danger?

In spite of all these dangers, the exploration and colonization went on. Perhaps the most important reason was the great financial advantage to the Old World as a result of these early voyages. The Portuguese opened up a sea route to India and the Indies—the islands of modern Indonesia. They were able to bring back at least some of their ships with loads of spices, and spices were among the most valuable articles of commerce in that age. In the Americas, the Spanish conquered the civilizations of Mexico and Peru, which then sent gold and silver to Europe. The English and French received a financial return from the rich fishing in the North Atlantic off the coasts of Canada and New England.

36. What was the reason that the exploration and colonization went on in spite of all the dangers at that time?
37. What did the Portuguese open up?
38. What were they able to bring back? Why was this an advantage to them?
39. What did the Spanish do in the Americas?
40. What were the English and the French able to do?

Valiabol
spices

Structure and Pattern Practice

The key to understanding the English verb system is the use of auxiliary verbs. All verb forms in English, except for affirmative statements in the simple present and past tenses, include an auxiliary verb. All other forms—negatives, questions, and short forms—in those tenses are made with the auxiliary *to do*. *Do* and *does* (for the third person singular) are used with the present tense and *did* with the past tense.

NEGATIVES

He doesn't take advantage of all the available information.

We don't understand all the problems.

I didn't cross the Atlantic on a jet.

A. Change to the negative.

EXAMPLE

He found a sea route to the Indies.

He didn't find a sea route to the Indies.

1. That system supports life.
2. Routes of commerce crossed all the oceans.
3. They took advantage of the minerals that they found.
4. She has a checkup at the local clinic every year.
5. The computer provides information for management.
6. I mapped out my career while I was in college.
7. The ship returned with a load of spices.
8. The government spends billions of dollars on space exploration.

AFFIRMATIVE QUESTIONS AND SHORT ANSWERS

Does radiation exist in space? Yes, it does.

Do they carry with them their own systems to support life?

Yes, they do.

Did they explore the islands in the unknown seas? Yes, they did.

B. Change to affirmative questions and give affirmative short answers.

EXAMPLE

Space exploration costs a great deal.

Does space exploration cost a great deal? Yes, it does.

1. He chose a short route across the Atlantic.
2. They colonized the New World in only a few centuries.
3. The satellites send back a great deal of information.
4. They receive on-the-job training.
5. Technology plays an important part in modern life.
6. She supervises all the new employees.

NEGATIVE QUESTIONS AND SHORT ANSWERS

Doesn't she work on the assembly line? No, she doesn't.

Don't they carry out the policies of management? No, they don't.

Didn't they establish a colony on that island? No, they didn't.

C. Change to negative questions and give negative short answers.

EXAMPLE

He balanced his checkbook. *Didn't he balance his checkbook? No, he didn't.*

1. Columbus opened up a sea route to India.
2. They advertise in all the newspapers.
3. They encountered a terrible storm.
4. She sells a lot of pictures.
5. She joined a labor union.
6. He filled out the application form.

ATTACHED QUESTIONS

That school doesn't offer vocational courses, does it?

No, it doesn't.

They give their patients an annual checkup, don't they?

Yes, they do.

They overcame many difficulties, didn't they?

Yes, they did.

Note that affirmative statements are followed by negative attached questions and usually elicit an affirmative answer. Negative statements are followed by affirmative attached questions and usually elicit a negative answer.

D. Add an attached question and then give the expected short answer.

EXAMPLE

He balanced his checkbook.

He balanced his checkbook, didn't he? Yes, he did.

1. She has a lot of experience.
2. They found good fishing off the New England coast.
3. He didn't catch the early flight.
4. She knows how to fix her own car.
5. They don't require any experience for that job.
6. You turned off all the lights.
7. He doesn't set the policies for the company.
8. The bank doesn't lend out money for new cars.
9. They didn't take a cruise last year.
10. She saves a few dollars every month.
11. He charges everything he buys.
12. The money earns interest in a savings account.
13. They didn't reach India.
14. She doesn't train the new employees.

buenos pesca de

Shortened sentences in the present and past tenses are also formed with *to do*.

They overcame many difficulties, and so did we.

The simple present tense is used for a customary or habitual action that takes place at the present time. The simple past tense is used for a completed action in past time. It can refer either to a single action or to a series of actions that took place over a period of time.

I wrote a letter yesterday.

They conquered the civilizations of Mexico and Peru.

E. Shorten each of these sentences, using the expression in parentheses.

EXAMPLE

The Portuguese looked for a sea route to India, and the Spanish looked for a sea route to India. (so)

The Portuguese looked for a sea route to India, and so did the Spanish.

1. He doesn't save any money, and I don't save any money. (either)
2. The Spanish sailed across the Atlantic, and the Portuguese sailed across the Atlantic. (too)
3. The store didn't advertise the merchandise, and the manufacturer didn't advertise the merchandise. (neither)
4. She spent her vacation at home, and I spent my vacation at home. (so)
5. They have some satellites in space, and we have some satellites in space. (too)
6. I didn't take advantage of my education, and you didn't take advantage of your education. (neither)
7. He likes popular music, and she likes popular music. (so)
8. I didn't get any vocational training, and you didn't get any vocational training. (either)

Pronunciation and Intonation Practice

A. Repeat several times.

no consonant

eel
ill
ad
at
eat
all
air

h as in *he'll*

he'll
hill
had
hat
heat
hall
hair

f as in *feel*

feel
fill
fad
fat
feet
fall
fare

B. Repeat these sentences.

1. I'm feeling ill because of the heat of the fire.
2. I've had no food to eat because of the heat.
3. I'm so full from all the food that I had that I feel ill.
4. He'll have to fire all the employees he hired last fall.
5. He took off his hat so he could feel the air on his hair.

C. Listen and repeat.

The forms of *do* are used to emphasize present and past verb forms, with the stress falling on the auxiliary verb rather than the main verb.

EXAMPLE

I did pay all the bills.

1. She does have a lot of experience.
2. He did fix the dishwasher.
3. We do need all this information.
4. I did answer that letter.
5. We do get a lot of exercise.

General Practice

Conversation. Your teacher will ask you these questions or others like them. The questions will ask about things you can answer from your own knowledge or experience, or with your own ideas. You should give *real* answers to the questions.

Do you think we should continue to explore space? What do you think the benefits would be?

How would space exploration or colonization help your country (or region)?

Would you like to travel in space or live on another planet? What do you think it would be like?

Do you enjoy science fiction books and movies? Do you think they give a good idea of what life will be like in the future? Why?

Do you think there is life on any planets beyond our solar system? Why?

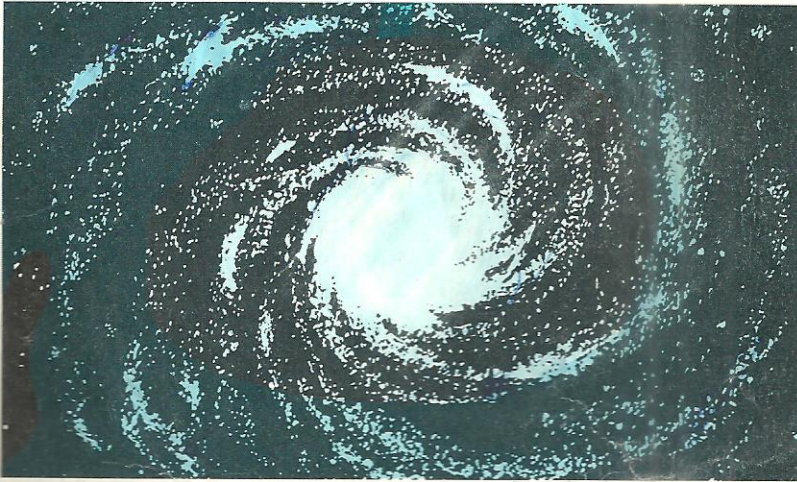
What part did your country (or region) play in the Ages of Exploration and Colonization?

Are there any parts of the world that have still not been completely explored? What are they? Can people live in them?

What were some of the dangers of exploration in the fifteenth and sixteenth centuries? What are some of the dangers of exploration of space? Do you think these dangers will be overcome?

Reading and Oral Practice: Space Travel (Part 2)

Listen and repeat. Then answer the questions.



The distances in space are so great that we can hardly imagine them. The nearest object to earth is our own satellite the moon, 238,000 miles away. Earth is really hardly more than a tiny piece of dust in the ocean of space. Beyond our solar system—the sun and its planets—distances are measured in light-years. One light-year is the distance that light travels in one year. Proxima Centauri, the nearest star to our own sun, is more than four light-years away. And our own sun is only one star in a galaxy that contains thousands of other stars.

Our solar system in fact is on the outer edge of the galaxy, where the stars are far apart from each other. One scientist has compared it to the farthest suburbs of a big city. And beyond our “city” there are other “cities,” the galaxies lying even more distant in space from us. The nearest is the Clouds of Magellan, 200,000 light-years away from our solar system. The next one is Andromeda, more than 2,000,000 light-years away.

1. What is the nearest object in space to our earth?
2. What can earth be compared to?
3. How are distances beyond our solar system measured?
4. What is the distance to the nearest star to our own sun?
5. What is our sun a part of?
6. Where is our solar system located?
7. What has one scientist compared our solar system to?
8. What is beyond our galaxy?
9. What are the two nearest galaxies?

The other stars are so distant that no one knows if they have planets. But they might; there may be other worlds somewhere out there that are similar to earth or that support some form of life. The difficulties in reaching these other worlds, if they do exist, seem to be nearly impossible to overcome. With our present technology, we cannot approach travel at the speed of light. It is perhaps possible that we can someday develop rockets that will come close to that speed. If such rockets could be built, it would still take more than four years to reach the nearest star and another four years for the return journey to earth. To reach even the center of our own galaxy would take millions of years as time is measured on earth. If such voyages could be made, conditions on earth would have changed so much during the time that passed that it might be impossible to understand the information that was brought back from outer space.

10. Why don't we know if the other stars have planets?
11. If there are other worlds, will it be easy to reach them?
12. Can we travel at the speed of light?
13. How may we come close to that speed?
14. How long would it take to go to and return from the nearest star at that speed?
15. How long would it take to reach the center of our own galaxy?
16. How useful would the information be from such a voyage?

Even for travel to our moon and the planets which are closest to us, complicated systems to support life must be provided. We are all familiar with pictures of the astronauts on the moon in their helmets and heavy suits. When astronauts travel in space, they must be provided not only with all the equipment that they use but also with the food that they eat, the water that they drink, and even the air that they breathe.

17. What must be provided even for travel in our solar system?
18. What did astronauts on the moon wear?
19. What must astronauts be provided with?

When we describe our solar system, we usually make a distinction between the inner planets and the outer planets. The inner planets are those nearest to the earth and the sun; they include Mercury, Venus, and Mars. The outer planets, which are much farther away from earth, are Jupiter, Neptune, Saturn, Uranus, and Pluto. Both inner and outer planets have already been explored by space probes; they have sent back pictures and other valuable information. The probes have discovered that Venus is too hot to support life as we know it. Mars, which has been the subject of the greatest amount of romantic speculation, seems to be nearly as dry and rocky as the moon. It has only a thin atmosphere of carbon dioxide. If there is life on Mars, it appears to be a form of plant life that is very primitive compared with most of the life on earth.

20. What distinction is usually made in discussing the solar system?
21. What are the inner planets?
22. What are the outer planets?
23. How are the planets already being explored?
24. What information have they sent back about Venus?
25. What have we learned about Mars and its atmosphere?
26. What kind of life might there be on Mars?

Our present technology in space permits us not only to send people to the moon but to maintain them in space stations that orbit the earth. We can also send people to Mars and explore the asteroids that lie between Mars and Jupiter. Nevertheless, the idea of colonizing the moon and Mars with permanent space stations that would grow into cities like those we have on earth—in other words, the beginning of humanity's colonization of space—will probably remain a dream for many years to come.

27. What does our present technology in space permit us to do?
28. What else can we do?
29. What will probably remain a dream for many years to come?

The real problem with such a project is not our technical ability but rather the enormous expense that is involved. The moon, Mars, and the asteroids are so inhospitable to humanity that it would cost millions of dollars to maintain even one person on any one of them. A whole colony, with all its basic needs supplied from earth, would be more expensive than any government could afford. And there is no way, according to our present knowledge, by which space colonies, even on the nearer planets, could support themselves. Mining has been discussed as a way for a space colony to support itself, but trying to bring minerals in from space would cost many times more than mining the same minerals on earth.

30. What is the real problem with a space colonization project?
31. What would it cost to maintain just one person on the nearer objects in space?
32. How expensive would a whole colony be?
33. Could a space colony support itself?
34. What is one way a space colony might support itself? What is the problem with this?

The United States and the Soviet Union, the two countries which have so far sent people into space, have already recognized this reality. They have cut back the huge sums of money that were being spent on space projects. Perhaps even more significant, they have taken steps toward cooperation and mutual efforts in the further exploration of space.

35. What countries have realized the reality of the expense involved in space exploration?
36. What have they cut back?
37. What is perhaps even more significant?

Space exploration will without doubt go on, but it will go on much more slowly than seemed probable as recently as 1969, when the first humans set foot on the moon. The exploration of the inner planets will continue; perhaps people will even land on Mars and the asteroids before the end of this century. We will also continue to increase our knowledge of the outer planets; it is even probable that space probes will go out to the nearest stars, Proxima Centauri and Alpha Centauri. The information that their instruments send back may tell us whether Proxima Centauri and Alpha Centauri have planets—and whether any of those planets can support human life.

38. How rapidly will space exploration probably go on?
39. What may happen before the end of this century?
40. Where is it probable that space probes will be sent?
41. What will the information that instruments send back tell us about the nearest stars?

Until a planet is found somewhere in space that is hospitable to human life as we know it, humanity is bound to the earth and its supply of oxygen, which makes life on earth possible. At the present time, we can only hope to gain knowledge about the immense ocean of space that surrounds our own solar system; it is too soon to hope that we can begin to colonize distant worlds.

42. For how long will humanity be bound to the earth?
43. Why is oxygen so important?
44. What can we hope to gain from space exploration at the present time?

The irregular verb *to bind* is introduced in this lesson.

bind-bound-bound

Structure and Pattern Practice

To be is used both as a main verb and as an auxiliary verb. As a main verb, it can be followed by a noun, an adjective, or an adverbial expression.

My friend is a scientist.
The atmosphere on Mars is very thin.
The star that we saw was in another galaxy.

To be is also used in sentences with *there is/there are* which introduce unidentified or quantified nouns.

There are several weather satellites that orbit the earth.

As an auxiliary verb in the active voice, *to be* is used in continuous or progressive verb phrases.

The probe is approaching one of the outer planets now.

The present continuous is usually used for an action that is in progress at the present time. The past continuous is usually used for an action that was in progress at some point in the past.

In negatives, *not* follows the form of *to be*.

The star that we saw wasn't in another galaxy.
They weren't exploring the islands in the new seas.

A. Change to the negative.

EXAMPLE

They're colonizing the moon now.
They aren't colonizing the moon now.

1. The climate is very hot.
2. There was some speculation about life on Mars.
3. We were watching a science fiction movie.
4. She's painting a picture now.
5. There's some cooperation between the two governments.
6. The spices were valuable.
7. They're growing cotton on the farm this year.
8. Those objects are asteroids.

In questions, the form of *to be* comes before the subject.

Is your friend a scientist?

Is the probe approaching one of the outer planets now?

B. Change to affirmative questions and give affirmative short answers.

EXAMPLE

She's a scientist.

Is she a scientist? Yes, she is.

1. There's a possibility of life in space.
2. We were discussing the problems of life in space.
3. The forms of life there are primitive.
4. They're sending probes to the outer planets now.
5. The company is taking advantage of all the information.
6. He was an astronaut.
7. There are many galaxies in outer space.
8. The ships of the fifteenth century were tiny.

Both as a main verb and an auxiliary, *to be* is used in negative questions, short answers, attached questions, and shortened sentences. In all these structures, it follows the same patterns as the auxiliary *to do*.

Wasn't Columbus a great navigator? Yes, he was.

There's a possibility of radiation, isn't there? Yes, there is.

There aren't any humans on Mars, are there? No, there aren't.

Columbus was a great navigator, and so was Magellan.

C. Change to negative questions and give negative short answers.

EXAMPLE

She's an amateur artist.

Isn't she an amateur artist? No, she isn't.

1. He's setting up his own business.
2. There's a parking lot next to the building.
3. The information is valuable.
4. He was adding the wrong figures.
5. She's attending a vocational school.
6. I was trying to balance my checkbook.
7. There was enough electricity for the whole community.
8. A computer is handling all the accounting.

D. Add an attached question and then give the expected short answer.

EXAMPLE

There are satellites in orbit around the earth.

There are satellites in orbit around the earth, aren't there? Yes, there are.

1. They aren't planning to colonize the moon.
2. There are minerals on the moon.
3. The spices were very valuable.
4. They're getting a lot of information from the space probes.
5. Venus isn't hospitable to humanity.
6. There aren't any green plants on the moon.
7. He isn't taking advantage of his experience.
8. She's a pediatrician.
9. You're getting a checkup today.
10. There isn't a fee for this service.

E. Shorten each of these sentences, using the expression in parentheses.

EXAMPLE

Columbus was a great navigator, and Magellan was a great navigator. (so)
Columbus was a great navigator, and so was Magellan.

1. The blue star isn't in our galaxy, and the white star isn't in our galaxy. (neither)
2. She isn't an amateur, and he isn't an amateur. (either)
3. The spices were valuable, and the minerals were valuable. (too)
4. The Americans are exploring space, and the Soviets are exploring space. (so)
5. Venus isn't hospitable to human life, and Mercury isn't hospitable to human life. (either)
6. Their helmets are heavy, and their suits are heavy. (so)
7. She is a member of the union, and I am a member of the union. (too)
8. She isn't getting on-the-job training, and I'm not getting on-the-job training. (neither)

Pronunciation and Intonation Practice

A. Repeat several times.

w as in wet

wet
wail
wane
west
wary
wend
wicker

v as in vet

vet
vile
vein
vest
very
vend
vicar

b as in bet

bet
bail
bane
best
berry
bend
bicker

B. Repeat these sentences.

1. His best vest got very wet.
2. The vicar was bickering over which wicker basket was best.
3. I'll have the wine that came from the very best vines.
4. The berries from the valleys in the west are the very best.
5. The vicar has to wend his way to the west through a winding valley.

C. Listen and repeat.

The form of *to be*, either as a main verb or as an auxiliary verb, is stressed to emphasize the entire verb phrase.

EXAMPLE

We **are** receiving vocational training.

1. There is a possibility of life in outer space.
2. They are gaining practical experience.
3. They are using all this information.
4. There are minerals in the solar system.
5. The problem is urgent.

General Practice

Conversation.

Do you think it is important for us to understand our place in the galaxy? Why?
Why are people talking about traveling to other planets?
What do you know about the moon and the planets in our solar system?
Remember all the science fiction stories you have read and the movies you have seen. How do they show life on other planets? How do they show travel in space? Have our ideas changed because of space exploration? How?
Why would we want to set up space stations or colonize other planets?
Do you think we should or should not continue space exploration? Why?
What do you think will be the next step in space exploration?

Reading and Oral Practice: Sam Gogarty's Last Case (Part 1)

Listen and repeat. Then answer the questions.



I looked out the window of my office at the dark city. It was empty except for a person here and there who was hurrying to get off the dangerous streets. It was already after midnight, and time for me to get on home too. There was no reason for me to be at the office anyway. I hadn't worked all day, or all week for that matter. I had a few coins in my pocket, a few dollars in my wallet, and nothing in my bank account.

1. What did the person who is telling this story see when he looked out the window of his office?
2. What time was it?
3. Why was there no reason for him to be in the office?
4. How much money did he have?

The sign on the door read SAM GOGARTY PRIVATE INVESTIGATOR. Maybe there were too many private detectives in Los Angeles. I hadn't believed that when I started my own detective agency a few years ago. I knew that I was a good detective; I'd had enough time to find that out while I was on the police force. I expected to have everyone with a problem beating a path to my door, but it didn't happen that way. Business started out bad, and it got worse. Maybe no one in Los Angeles had problems anymore.

5. Who is the person who is telling the story? What is his business?
- 6. When did he start his own business? What hadn't he believed?
7. Why did he know that he was a good detective?
8. What did he expect?
9. How did his business start out?

I put on my hat and switched off the light. That was when I heard the knock on the door. It wasn't a timid knock either; it was one that demanded entry. I turned the light back on and opened the door. She was beautiful, that was the first thing I saw, and the second was that she was rich. Poor people don't wear fur coats like the one she had on. I didn't let my face show any surprise, but I didn't move out of her way either. I couldn't help wondering what a woman who looked like that could be doing in a shabby office in a shabby building at this late hour of the night.

10. When did he hear a knock on the door?
11. What kind of knock was it?
12. What were the two first things he saw?
- 13. How did he know she was rich?
14. What did he wonder?

"Are you going to let me come in?" she asked, but her words were really a command.

"Sure," I said, and went back to my desk. She sat down across the desk from me and fumbled in her purse for a cigarette, which she finally lit with a gold lighter.

There was something familiar about her face, I thought, but I couldn't remember where I'd seen her.

"I'm Lisa Connell," she said, and then hesitated for a moment. "When you knew me, my name was Lisa Novak."

15. When Sam didn't move out of the woman's way, what did she say? How did she say it?
16. When Sam went back to his desk, what did the woman do?
17. What did Sam think?
18. Who did the woman say that she was?

I didn't let myself show any expression, but the name certainly brought back my memory of her. She hadn't been so rich or so beautiful then, eight years ago, when I'd last seen her. She was hardly more than a girl then, and I was the detective on the force who'd picked her up for writing bad checks; not only that, she'd signed other people's names on them. As far as the judge and jury were concerned, it had been a routine case. The jury found her guilty, and the judge gave her five years in prison. But I remembered her because she had hated me for catching her. She blamed me for her own mistakes. "So you're out again," I said after a long moment.

19. When had Sam last seen Lisa?
20. What was he? Why had he picked her up?
21. What had the judge and jury done?
22. Why did Sam remember her?
23. What did she blame him for?

"For a long time," she said. "Things have changed for me. You can see that. I'm married now."

It must be a good marriage, I thought, looking at the careful makeup, the shining blonde hair, the fur coat, and the expensive dress under it. "And what do you want with me?" I asked. "Just visiting an old friend?"

"I need your help," she said, bending toward me. I kept my hands under my desk, near my gun, just in case she had a gun of her own in her purse.

"And you just happened to remember me."

"I found your name in the classified telephone directory. And of course when I saw it, I did remember."

"So what's your problem then?" I asked.

"I'm being blackmailed," she replied. "Some people have found out about that old trouble, and they're threatening to tell my husband about it."

24. How had things changed for Lisa?
25. Why did Sam think it must be a good marriage?
26. What did Lisa say that she needed?
27. When she bent toward him, where did he keep his hands? Why?
28. How had she found his name?
29. What did she say her problem was?

"What do you want me to do? Find out who they are, and then get rid of them for you? You know I couldn't do that. I'd have to go to the police."

"No!" she said sharply. "I don't want the police to come into this at all. My husband must never find out about my time in prison. Never! I'm going to give them what they've asked for."

"They'll just keep on asking you for more," I pointed out.

"I have to take that chance," she answered. Her hand reached for her purse again, while mine tightened on my gun. But instead of a revolver, she pulled out a wad of money. It was a big wad.

30. What did Sam think she wanted him to do? Why couldn't he do it?
31. Why didn't Lisa want the police to come into the matter.
32. What was she going to do?
33. What did Sam point out to her?
34. What did Sam do when she reached for her purse?
35. What did Lisa pull out of her purse?

"How much?" I asked.

"Ten thousand," she answered.

"You still haven't told me what you want me to do," I said.

"I want you to take the money to them. Tonight. They're waiting for it now."

"You've made all the arrangements?" I asked.

"They're on the coast highway, fifteen miles north of the city limits. They'll be parked in a black Cadillac at the overlook there." Her words were coming faster now. "All you have to do is pull up beside them and throw the money into the window of their car. It will be open."

"Won't they be expecting you?"

"I told them I'd send someone else."

"How will they recognize me?" I asked.

"Describe your car for me," she answered. "I can let them know. There's a telephone at the overlook."

36. How much was Lisa going to pay?
 37. What did she want Sam to do?
 38. Where were the people going to be?
 39. What was Sam supposed to do?
 40. How would they be able to recognize him?

100
17 1/2

82 1/2

I described my car to her. It wasn't much of a car, an old model with too many miles on it.

"I'll call them now," she said, and her voice had begun to sound nervous. "They're waiting now. You should get started."

I stood up then. I took out my gun and put it in the inside pocket of my jacket, along with the money. I saw her watching me, but she didn't say anything until I reached the door. Then she told me, "I'll wait for you. When I know you've handed over the money, I'll give you your fee. And it will be a big one."

41. What kind of car did Sam have?
 42. Why had her voice begun to sound nervous?
 43. What did Sam put in the inside pocket of his jacket?
 44. What did Lisa tell Sam as he started to leave?

The irregular verbs *to beat* and *to light* are introduced in this lesson. The verb *to light* can be either regular or irregular.

beat-beat-beaten

light-lighted-lighted (regular)

light-lit-lit (irregular)

Structure and Pattern Practice

As an auxiliary verb, *to have* is used with perfect verb forms. *Have* and *has* are used in the present perfect and *had* in the past perfect. The auxiliary verb is followed by the past participle of the main verb.

The present perfect is always related to present time. Sometimes it shows an action that happened at some indefinite time in the past but is related to some action in the present.

I've read a lot about space travel. (I'm interested in it.)

Sometimes it shows an action that began in the past and continues in the present.

I've lived in this house for ten years. (I still live here.)

The past perfect has the same relation to past time as the present perfect does to the present. It also shows a completed action prior to another completed action in the past; in other words, it is a past for the past.

I had described my car before she called them.

Negatives are formed by placing not after *has*, *have*, or *had*.

She hasn't replied to my question.

A. Change to the negative.

EXAMPLE

They've colonized the moon. *They haven't colonized the moon.*

1. They've sent astronauts to the inner planets.
2. They've explored other galaxies.
3. I've tried to become an astronaut.
4. He'd handed over the money.
5. She'd written some bad checks at that time.
6. He's set up his own detective agency.
7. The jury had found her guilty.
8. She'd recognized me right away.

Affirmative questions are formed by placing the subject after the form of *have*.

Has he handed over the money?

B. Change to affirmative questions.

EXAMPLE

She's studied engineering. *Has she studied engineering?*

1. They've sent space probes to the outer planets.
2. She's joined the space program.
3. I've gained some valuable experience.
4. We've made all the necessary arrangements.
5. She'd blamed him for her troubles.
6. I'd made a lot of mistakes.
7. She'd demanded my help.
8. They've found out about her past.

Negative questions are formed by placing *haven't*, *hasn't*, or *hadn't* before the subject.

Hadn't she blamed you for her mistakes?

C. Change to negative questions.

EXAMPLE

I'd planned to leave. *Hadn't you planned to leave?*

1. She's explained everything we need to know.
2. He had hesitated before he replied.
3. I've found her address in the telephone directory.
4. She'd sounded very nervous.
5. They've mapped out a program for several years.
6. They've had six months of technical training.
7. She'd made a good marriage.
8. They've turned out some new products.

Attached questions, short answers, and shortened sentences in perfect verb phrases are formed in the same way as *do* and *be* when they act as auxiliary verbs.

You've turned off the lights, haven't you? Yes, I have.
He hadn't heard the knock on the door, had he? No, he hadn't.
You've seen her, and I have too.

D. Add an attached question and then give the expected short answer.

EXAMPLE

They've landed on the moon.

They've landed on the moon, haven't they? Yes, they have.

1. They haven't explored the asteroids.
2. He had chosen a good route across the Atlantic.
3. They hadn't had any technical training.
4. It hasn't started to rain.
5. They haven't required her to take more math courses.
6. You've worked in an assembly plant.
7. He'd installed new spark plugs.
8. She hadn't recommended anyone for that position.

E. Shorten each of these sentences, using the expression in parentheses.

EXAMPLE

I've seen her before, and you've seen her before. (too)

I've seen her before, and you have too.

1. The Americans have cut back on space projects, and the Soviets have cut back on space projects. (so)
2. They haven't landed astronauts on Mars, and we haven't landed astronauts on Mars. (either)
3. She's gained a lot of experience, and I've gained a lot of experience. (too)
4. I haven't blamed you, and she hasn't blamed you. (neither)
5. I've bought a new model car, and she's bought a new model car. (so)
6. I hadn't been nervous, and she hadn't been nervous. (neither)

The present perfect continuous is formed with *has* or *have* plus *been* and the *ing* form of the main verb. It emphasizes that an action begun in the past has continued up to the present.

I've been waiting for him for an hour.

The past perfect continuous is formed with *had* plus *been* plus the *ing* form of the main verb. It is used in the same way as the present perfect continuous but with reference to past time.

I had been planning to go when I heard the knock on the door.

As with all English verb forms with two or more auxiliary verbs, the subject in questions and *not* in negatives follow the first auxiliary.

I haven't been waiting too long.

Had she been standing there for a long time?

Haven't they been exploring the outer planets?

F. Change to the continuous. Change negatives to negatives, questions to questions, and so on.

EXAMPLE

I hadn't read the newspaper.

I hadn't been reading the newspaper.

1. They've cut back on their expenses.
2. Has she given on-the-job training to the new employees?
3. They'd used the new machines.
4. He hadn't looked out the window of his office.
5. She's thought about going back to school.
6. Have you watched TV this evening?
7. Somebody had threatened her.
8. They haven't maintained these machines properly.
9. They hadn't taken advantage of all the information they received.
10. Have you saved up some money for your vacation?

Pronunciation and Intonation Practice

A. Repeat several times.

r as in *right*

right

wrong

read

wrist

road

rain

l as in *light*

light

long

lead

list

load

lain

B. Repeat these sentences.

1. She wrote a long letter to the wrong lady.
2. Will this road lead to the right location?
3. You'll need a brighter light if you're going to read in here.
4. The load had lain too long on the road in the rain.
5. He read a long list, but it was the wrong list.

C. Listen and repeat.

When there are two or more auxiliary verbs, the first auxiliary is stressed to emphasize the entire verb phrase.

EXAMPLE

I have been studying the new words.

1. He had been wondering about her.
2. I have been trying.
3. We had been giving them technical training.
4. She had been thinking about it.
5. People have been buying his paintings.

General Practice

Conversation.

Do you like detective stories? Do you read many of them or see them at the movies or on TV?

What kind of cases do you think real private detectives handle?

Would you like to be a private detective? What would the life of a real private detective be like?

How have you changed in the last eight years? Do you think someone who hadn't seen you in that time would be able to recognize you?

Are there any private detectives in your country (or region)? What do they do?

What are the gun laws in your country (or region)? Are private detectives allowed to carry guns? Private citizens?

Describe your car (or a friend's) so that someone would be able to recognize it at night.

If you had been Sam Gogarty, would you have asked Lisa more questions? If so, what would the questions have been?

Reading and Oral Practice: Sam Gogarty's Last Case (Part 2)

Listen and repeat. Then answer the questions.



I should never have gone out on that job, not without asking a lot more questions anyway. I hadn't asked enough questions, and I hadn't asked the right ones. But it had seemed like a simple piece of work.

I got my car out of the parking lot and looked back at the building. The light in the window of my office seemed to be the only one still on in that sad part of the city. Then I turned the corner and headed out through the dark, silent streets toward the coast highway. It had begun to rain a little, almost a fog really, blowing in from the ocean.

1. Why did Sam feel that he shouldn't have gone out on the job for Lisa?
2. How had the job seemed to him?
3. What did he do when he got his car out of the parking lot?
4. What light did he see?
5. Where did he go after he turned the corner?
6. What was the weather like?

I didn't hurry. The closer I got to the outskirts of town, the more I wanted to think. But my thoughts didn't do me much good. All I had to do was throw the money in the window of the black Cadillac and then turn around, drive back to the office, and collect my fee. A big one, she'd said, and that was certainly something I needed. I remembered how thin my wallet felt, so I began to speed up as I got clear of the city. I forgot the most important thing, and that was how much Lisa had hated me. Anyway, I had my gun with me, right there in my pocket next to the money.

7. What did he want to do?
8. What did he have to do on this job?
9. What did he need?
10. What made him speed up as he got clear of the city?
11. What did he forget?
12. What did he have with him?

When I got to the city limits, I checked the mileage to make sure that I pulled in at the right overlook. The fog and drizzle were getting thicker, and that would make it difficult to spot the black Cadillac before I was on top of it. I wanted the job to be quick and efficient—just throw the money into the other car and then get away as fast as my old car could make it. When I'd gone fourteen miles, I slowed down to make sure that I didn't miss the turnoff. My headlights only penetrated a few feet in front of me through the thick fog.

13. When and why did he check the mileage?
14. How was the weather changing? What would that make difficult?
15. What did he want the job to be?
16. When and why did he slow down?
17. How far could he see?

I saw the sign for the turnoff just in time. Even so, I had to step on the brakes hard and make a sharp left turn at the same time. I felt the car skid on the wet pavement, but it straightened out before I hit the black Cadillac. It was sitting there without any lights on, like a ghost in the misty rain. I pulled up alongside it, pulled the wad of bills out of my pocket, and threw it into the open window. I could only see one figure in the car, a man with black hair as far as I could tell. But I didn't want to know anything more than that about Lisa's friends. I'd done my job, and that was it.

18. What did he see just in time?
19. What did he do then?
20. What did he feel? What happened?
21. What did the black Cadillac look like?
22. What did Sam do then?
23. Whom could he see in the car?
24. Did he want to know more about the figure in the car?

I stepped on the accelerator so I could make a turn around the other car and get out of there fast. But just as I was swinging around the front of the Cadillac, I suddenly realized that it was moving. It was coming straight at me. I pushed the accelerator to the floor just as the Cadillac hit me. There was a crash of breaking metal and glass. I felt my car skidding out of control until it smashed into a big rock on one side of the overlook.

25. Why did Sam step on the accelerator?
26. What happened then?
27. When did the Cadillac hit him?
28. What did he hear?
29. What did he feel?

I only had a moment to look up and see the other car skidding through the guard rail at the edge of the cliff that went straight down for more than two hundred feet right into the ocean. One of the doors was half open, and someone was struggling to get out. It was a woman in a fur coat, a woman with shining blonde hair. But she was too late. The car plunged over the edge of the cliff. I heard a long scream and then a crash as the car hit the rocks at the bottom. That was all. You really did hate me, Lisa, didn't you, to try to set a trap like that for me. And then get caught in the trap yourself. Too bad, Lisa.

30. What did Sam see when he looked up?
31. Who was struggling to get out of the car?
32. Why was she too late?
33. What did Sam hear?
34. What had Lisa tried to do? Why?

My face and hands were cut from the broken glass, and my side sent a sharp stab of pain through me where I'd hit the steering wheel. But I was alive. I was alive, and I could move. I got out of the car—what was left of the car. It was never going to go anywhere anymore. And I had somewhere to go. I had to get back into the city. I looked around, but I couldn't see any headlights on the highway, and when I listened there was no sound of traffic. I did the only thing I could do, and that was to start walking.

35. How much had Sam been hurt?
36. What condition was his car in?
37. Where did Sam have to go?
38. What couldn't he see or hear?
39. What did he do?

It was a long walk and a cold, wet one. The drizzle changed into heavy rain as I trudged along mile after mile. Toward morning, the traffic picked up a little, but no one stopped to give me a lift. I couldn't blame them; I looked like something that had been left out in the rain too long.

40. What kind of walk did he have?
41. How did the weather change?
42. When was there more traffic?
43. Why couldn't he blame drivers for not stopping to give him a lift?

When I finally got back to the building, the streets were full of people hurrying to get to work. I rode up to my floor in a crowded elevator. The office door hadn't been locked, and the light hadn't been turned off. I turned it off and locked the door behind me. I knew I was never going to come back there again. All I wanted was to get home, put on some dry clothes, and sleep all the way around the clock. And after that, I wanted to find a way to live that wasn't full of danger.

Do you know anyone who wants to rent a nice little office? I know where you can find one that won't cost very much.

44. Who was on the streets when he got back to his building?
45. How did he find the office door and the light?
46. Why did he turn off the light and lock the door?
47. What did he want to do?
48. What did he want to find after that?
49. What was he planning to do about his office?

The irregular verbs *to hit* and *to swing* are introduced in this lesson.

hit-hit-hit
swing-swung-swung

The verb *to speed (up)* can be regular or irregular.

speed-speeded-speeded (regular)
speed-spod-spod (irregular)

Structure and Pattern Practice

When used as auxiliaries, *to do*, *to be*, and *to have* signal a particular verb form but otherwise have no meaning of their own. Other auxiliaries, however, signal a verb form and, in addition, do have particular meanings. They are called the modal auxiliaries.

Will indicates the future.

They'll land astronauts on the outer planets someday.

Will can also show determination.

I will get my doctor's degree.

Would is the past form of *will*.

A. Change *going to* to *will*.

EXAMPLE

They're going to land people there someday.

They'll land people there someday.

1. He's going to get to the overlook in an hour.
2. She's going to overcome all those difficulties.
3. They're going to explore the other galaxies someday.
4. I'm going to get some spices when I go to the store.
5. She's going to reply to your letter soon.

Can indicates ability.

They can set up colonies on the moon now; the technology already exists.

Could is the past form of *can*.

B. Change *be able to* to *can* or *could*.

EXAMPLE

He wasn't able to stop the car.

He couldn't stop the car.

To take advantage -
+ tomar ventaja

1. She wasn't able to lock the door.
2. They're able to take advantage of the information they get from space.
3. We're able to colonize the moon now.
4. She's able to handle complicated work.
5. I wasn't able to slow down in time to avoid the crash.

May and *might* indicate possibility. *Might* usually shows more doubt than *may*.

They *may* land on Mars in the near future.
They *might* land on the moons of Jupiter, but that's less possible.

May is also used to indicate permission. In popular speech, however, *can* is widely used in this sense.

You *may* sit down now.

Might also acts as the past form of *may*.

May - might - possibility

Should - duty - obligation

You must do your English homework
They must go to school every day

C. Change these sentences so that they use *may* instead of *it's possible*.

EXAMPLE

I may be absent tomorrow
It may rain this afternoon.
It's your duty to work every day

It's possible that the fog will blow away soon.

The fog *may* blow away soon.

1. It's possible that I'll get hurt.
2. It's possible that they'll begin the program soon.
3. It's possible that the rain will get heavier during the day.
4. It's possible that other forms of life exist in outer space.
5. It's possible that we'll overcome all these technical problems.

Should indicates duty or obligation.

You *should* make all the arrangements before you leave.

Should have is the past form of *should*.

D. Change these sentences so that they use *should* instead of *duty*.

EXAMPLE

It's my duty to maintain these machines carefully.

I should maintain these machines carefully.

1. It's their duty to supply us with everything that we need.
2. It's her duty to write all the advertising for the company.
3. It's your duty to copy all the information accurately.
4. It's his duty to pay all the bills quickly.
5. It's your duty to reply to all these letters right away.

Must indicates necessity.

You *must* switch off the lights before you go out.

Must also indicates probability.

She *must* be rich; look at that fur coat.

Must have is the past form of *must* only in this sense.

E. Change these sentences so that they use *must* instead of *necessary*.

EXAMPLE

It's necessary for her to leave now.

She must leave now.

1. It's necessary for me to have my annual checkup this week.
2. It's necessary for them to get to work on time.
3. It's necessary for her to study a lot of math.
4. It's necessary for them to carry oxygen with them into space.
5. It's necessary for us to start some development projects.

F. Change these sentences so that they use *must* or *must have* instead of *probably*.

EXAMPLE

She probably lives here; that's her car.
She must live here; that's her car.

1. He's probably a member of the crew on the flight.
2. She probably blamed him for her mistakes.
3. She probably made a good marriage.
4. He probably gets a lot of exercise.
5. They probably left for the day; their coats aren't here.

Shall is usually used in questions with *I* or *we* to ask for advice or agreement.

Shall I keep on with this math course?

G. Change these questions so that they begin with *shall*.

EXAMPLE

Is it a good idea for me to sell my business?
Shall I sell my business?

1. Is it a good idea for us to set up a business of our own?
2. Is it a good idea for me to take all these math courses?
3. Is it a good idea for us to cut back on these projects?
4. Is it a good idea for me to get some vocational training?
5. Is it a good idea for us to leave before the lecture is over?

Two of the negative forms have special meanings.
Won't (or *wouldn't* in the past) indicates refusal.

I won't take that job.

He said that he wouldn't take that job.

Mustn't indicates an action that isn't allowed or is wrong in some way.

You mustn't speed up on this wet pavement.

The modals form negatives, affirmative and negative questions, attached questions, short answers, and shortened sentences in the same way as the auxiliaries *do*, *be*, and *have*.

I shouldn't eat candy between meals, should I?

No, you shouldn't.

Lee can't swim, and neither can I.

H. Change these sentences so that they use *won't* or *wouldn't* instead of refuse.

EXAMPLE

He refused to hand over the money.

He wouldn't hand over the money.

1. She refuses to pay these bills. *won't*
2. She refused to make the arrangements for us. *wouldn't*
3. He refuses to slow down when he's driving on the highway.
4. I refuse to think about the future.
5. They refused to discuss the problem.
6. They refused to change the budget.
7. She refuses to eat in a cafeteria.
8. He refused to pay attention to his supervisor.

- I. Change these sentences so that they use *mustn't* instead of *not allowed*.

EXAMPLE

You're not allowed to sit here.

You *mustn't* sit here.

1. You're not allowed to talk during the exam.
2. You're not allowed to look at your books during the exam.
3. We're not allowed to write personal letters at work.
4. You're not allowed to leave before the president does.
5. You're not allowed to talk to the judge.

Pronunciation and Intonation Practice

A. Repeat several times.

r as in *fire*

fire
tire
wire
fear
hear
fare

l as in *file*

file
tile
wile
feel
heel
fail

B. Repeat these sentences.

1. I fear the roof will fall if the fire burns on.
2. I hear the fare will rise in the fall.
3. I fear the file will fill up the whole drawer.
4. I fear I hurt my heel when I fell over the tile.
5. I fear that reading all these files will make me feel tired.

C. Listen and repeat.

When *will* expresses determination, it is often stressed to emphasize the entire verb phrase.

EXAMPLE

I **will** finish this lesson today.

1. I will get up early tomorrow.
2. I will take more math courses.
3. We will speak English outside the class.
4. I will drive carefully.
5. I will answer the letters tonight.

General Practice

Conversation.

Remember all the private detective stories you have read or seen in the movies or on TV. How do they show private detectives? How is Sam like them? How is he different?

How do you think a real private detective would do with a case like Lisa's?

Have you ever needed money, as Sam was in the story? Would you do something dangerous to make money? What would you do?

What should you do when your car skids? Has it ever happened to you? What did you do?

Have you ever needed a lift the way Sam does in the story? What did you do?

Have you ever picked up anyone who needed a lift?

What are some of the reasons you should or shouldn't do this?

There are a lot of detective stories in the movies and on TV. How true to life do you think they are? Do you think it's a good idea to watch TV programs or movies of this kind? Why?

REVIEW

Structure and Pattern Practice

A. Change to the negative.

EXAMPLE

She recognized me.

She didn't recognize me.

1. We're approaching a new age of exploration.
2. They can supply space colonies from farms on other planets.
3. They landed on Mars.
4. They'll find her guilty.
5. He has a new car.
6. There's some money in my wallet.
7. I'd heard the sound of traffic on the highway.
8. The headlights were on.
9. You should sell your business.
10. The fog may clear up by morning.
11. I've spotted the turnoff.
12. She hurried to get to work.
13. I stepped on the accelerator.
14. We've been taking advantage of the new information.
15. There was some mining in that area.

To clear up - designer designer

turnoff - road sign

spill - divider + divider

B. Change to affirmative questions and give affirmative short answers.

EXAMPLE

That camera is very expensive.

Is that camera very expensive? Yes, it is.

1. They've solved all the problems. *Yes They have*
2. She demanded to come in. *Yes She did*
3. You must lock the door. *Yes You must*
4. The elevator is out of order.
5. The car looked like a ghost in the fog.
6. She should get her car fixed.
7. They can depend on this information.
8. The population is continuing to increase.
9. They'll land on Mars next year.
10. The pavement was very wet.
11. She blames him for all her mistakes.
12. They've gone to the beach for the weekend.

*To show off:
apan taller
prevenir*

C. Change to negative questions and give negative short answers.

EXAMPLE

She writes for several newspapers.

Doesn't she write for several newspapers? No, she doesn't.

1. There was a large crew on the flight.
2. They've filled that position.
3. They advertised in the newspaper for more workers.
4. The new workers need a lot of supervision.
5. I can fix this appliance.
6. They should give their employees more benefits.
7. They'll announce the raise soon.
8. They had noticed her ability.
9. He leaves his car in a parking lot every day.
10. I can balance my checking account.
11. There's some gold in these coins.
12. They took a ^{bus} cruise last summer.

D. Add an attached question, and then give the expected short answer.

EXAMPLE

You've checked the information.

You've checked the information, haven't you? Yes, I have.

1. They had bought a lot of new equipment.
2. You haven't had any technical training.
3. They're planning to move their headquarters.
4. We can get the merchandise from a wholesale dealer.
5. You couldn't find the parking lot.
6. She didn't see the sign.
7. Gold is worth a great deal nowadays.
8. Copper has become very expensive.
9. He doesn't read the newspaper every day.
10. The fare will increase next month.
11. They crossed the ocean on a jet.
12. There weren't any lights in the building.

E. Shorten each of these sentences, using the expression in parentheses.

EXAMPLE

Columbus was a great navigator, and ^{he was} Magellan was a great navigator. (so)
Columbus was a great navigator, and so was Magellan.

1. I recognized her right away, and you recognized her right away. (too)
2. Gold is very valuable, and silver is very valuable. (so)
3. She didn't turn off the light, and you didn't turn off the light. (either)
4. I've had my annual checkup, and she's had her annual checkup. (so)
5. I can't solve this problem, and you can't solve this problem. (either)
6. We'll travel by ship this year, and they'll travel by ship this year. (too)
7. He hadn't joined the union, and I hadn't joined the union. (neither)
8. The supermarket wasn't open, and the drugstore wasn't open. (neither)
9. The mechanics will get a raise, and the electricians will get a raise. (too)
10. I should save some money, and you should save some money. (so)
11. He isn't a blue-collar worker, and she isn't a blue-collar worker. (either)
12. You must keep up with all the information, and I must keep up with all the information. (so)

F. Change these sentences so that they use the appropriate modal auxiliary verb.

EXAMPLE

He wasn't able to balance his account.

He couldn't balance his account.

1. We're going to get some vocational training from the company. *will get*
2. They aren't able to balance the budget. *can't*
3. It's necessary for you to replace the spark plugs. *You must*
4. You're not allowed to use the computer when the boss isn't here. *You mustn't*
5. She probably puts a little money in the bank every week. *must*
6. It's his duty to fill out all the forms carefully. *should*
7. Is it a good idea for us to take classes in a vocational school? *shall*
8. He probably subtracted the numbers instead of adding them. *must have*
9. We're going to avoid the tourists by traveling in the fall next year. *will*
10. Is it a good idea for us to go back to the same resort next summer? *will*
11. It's his duty to help all the people who come into the office. *should*
12. You aren't allowed to work without a license. *mustn't*
13. She wasn't able to get the medicine without a prescription. *couldn't*
14. She refuses to take any pills. *won't*
15. He's going to get his license after he finishes school. *will*
16. It's possible that we'll get insurance to cover our medical costs. *may*
17. He refused to consider me for that position. *won't*
18. It's his duty to fill all the prescriptions accurately. *should*
19. It's necessary for them to carry all their supplies with them. *they must*
20. They aren't allowed to lend out money for that purpose. *mustn't*

be able - can/could

duty - should

it's possible - may

it's necessary - must

refuses - won't wouldn't

allowed - mustn't

probably - must have (past)

must

going - will

it's a good idea Shall

General Practice

Reading comprehension. Read this paragraph and then answer the questions.

Through the Storm (Part 1)

It was a terrible storm. The rain had poured down for hours, the wind had blown down hundreds of trees. It was late that night when we heard a voice on the police radio. We could pick out only a few words. "... help ... need help ... people hurt ... need medicine ... help ..." The voice came from the little town across the mountain on the other side of the river. We couldn't hesitate; we had to get our ambulance to where that voice was calling for help. There were only two of us on duty that night, just Judy and me, Scott. We ran out and got into the ambulance. After we checked our equipment, we started out toward the river. It was a slow trip; we had to pick our way around the fallen trees that had been blown across the road. Finally we could see the angry water of the river, but suddenly Judy stepped on the brakes so hard that I was thrown out of my seat. The bridge was gone, torn away by the force of the water.

(To be continued.)

1. In what way was the storm so terrible?
2. What did they hear late that night?
3. What words could they pick out?
4. Where did the voice come from?
5. Why couldn't they hesitate?
6. How many were on duty that night? What were their names?
7. What did they do before they started out?
8. Why was it a slow trip?
9. What happened when they finally saw the river?
10. What had happened to the bridge?

Reading and Oral Practice: Man of Courage (Part 1)

Listen and repeat. Then answer the questions.



On the night of August 2, 1943, a Japanese destroyer cut through the waters of Blackett Strait, west of New Georgia in the Solomon Islands. The night was dark, the weather bad. The Japanese sailors on the destroyer were watching particularly for U.S. patrol torpedo boats. These PT boats were small, about ninety feet long and eighteen feet wide. They carried a crew of ten to fourteen men. They were extremely fast, the fastest boats yet developed by the U.S. Navy.

They could reach speeds of up to sixty miles an hour. They generally carried two torpedoes, at least one machine gun, and sometimes even light naval guns. They had been causing great damage to Japanese shipping in the area, even sinking several Japanese destroyers.

To reach ~~of~~ - a longer
 11 days
 of up - water

1. What was happening on the night of August 2, 1943?
2. What kind of night was it?
3. What were the Japanese sailors watching for?
4. How large were the PT boats? How large was their crew? How fast were they?
5. What did they generally carry?
6. What had they been doing?

When the commander of the Japanese destroyer saw a PT boat about half a mile off, he gave the necessary orders, and the destroyer turned in the direction of the small PT boat. The destroyer moved at a speed of almost fifty miles an hour and soon was on top of the smaller boat, which was traveling at slow speed. It cut directly through the PT boat, breaking it into two pieces. The destroyer then moved on, leaving the PT boat to burn and sink to the bottom. Flames were already pouring from the PT boat as its gas tanks exploded. However, for some strange reason, only the back half of the PT boat sank. The front half remained floating in the rough water.

7. What did the Japanese commander do when he saw the PT boat?
8. Which ship was traveling at a great speed?
9. What happened to the PT boat?
10. What would normally happen to a PT boat then?
11. What happened to the two pieces of the PT boat?

The PT 109, as the U.S. boat was called, originally had a crew of thirteen men. A young lieutenant, 23 years old, was in command. Two men were killed immediately; the remaining eleven men in the crew lived, although several were badly hurt or burned. Some were thrown into the water. Five of the men, including the young lieutenant, were in the front of the boat when the destroyer struck. They remained there. The young lieutenant, thrown bodily from one side of the boat to the other, looked up as the big destroyer passed through the boat and thought to himself, "This is how it feels to be killed."

12. How large was the crew on the PT 109? Who was in command?
13. What happened to the members of the crew?
14. How many men were in the front of the boat?
15. Why did the lieutenant think, "This is how it feels to be killed"?

He was not killed, however, but simply badly shaken up. Soon he was able to direct the operations of collecting the six men who had been thrown into the water. One man, McMahon, an engineer, was badly burned. Another man, Harris, had hurt his leg badly. The young lieutenant swam to these two men and half pulled, half guided them back to the boat. The other members of the crew soon made their way back to the still-floating front half of the boat. Eleven men in all now crowded onto this small section of the boat.

16. How badly hurt was the young lieutenant? What was he soon able to do?
17. Who were two men who had been badly hurt?
18. How did the lieutenant get these two men back to the boat?
19. What did the other members of the crew do?
20. How many men were there in the front half of the boat?

Now came a long period of waiting. The destroyer had struck at about two o'clock in the morning. The men in the small boat expected help from some of their companion boats. But the other PT boats, although they had seen what had happened, had no idea of coming to their help. They had seen the destroyer strike the 109; they had heard the explosion and seen the flames shoot up in the air. They believed that all the members of the crew of the 109 had been lost.

21. What time had the destroyer struck the PT boat?
22. What did the men on the 109 expect?
23. Why did the other PT boats have no idea of coming to the help of the 109?
24. What did they believe?

When day came, the group on the 109 looked around them to see what their position was. Their situation was difficult. Three miles to the north there was a large volcano, Kolombangara. Ten thousand Japanese troops were stationed there. To the west, another island, Vella Lavella, also had many Japanese troops on it. To the south, only a mile away, the Americans could actually see a Japanese camp on the island of Gizo. The young lieutenant ordered his men to keep low in the boat. There was some talk as to what they should do if the Japanese came to pick them up. Should they fight or surrender? They counted their guns and found that they had only a few revolvers and one machine gun.

25. What did the men do when day came? Was their position good?
26. What was to the north?
27. What was to the west?
28. What was to the south?
29. What did the young lieutenant order his men to do?
30. What did the men talk about?
31. How many guns did they have?

The men began to argue about what to do, but the young lieutenant ended the argument by taking full command. The two most badly injured men were McMahon, the engineer, whose body was covered with burns, and another man named Johnson. Johnson had been thrown into the wake of the destroyer, and his whole body was black-and-blue. The lieutenant decided that these two injured men needed room to stretch out and rest, so he ordered the rest of the crew over the side into the water. All morning these men remained in the water, hanging on to the side of the boat, discussing their situation, and wondering why no one came to help them. They kept watching for a U.S. plane to come to locate them, but no plane appeared.

32. Why did the young lieutenant take full command?
33. Who were the two most badly injured men?
34. What had happened to Johnson?
35. What did the lieutenant decide? What did he order?
36. What did the men do all morning?
37. What did they watch for? What happened?

The following irregular verbs are introduced in this lesson:

to fight–fought–fought
to shoot (up)–shot–shot
to sink–sank–sunk
to strike–struck–struck

Structure and Pattern Practice

In addition to the modal auxiliaries, several idiomatic verb phrases are used to express similar ideas.

Be going to is used for the future. *Will* usually expresses a future action that is scheduled or expected, while *be going to* usually expresses one that is intended.

They're going to send a plane to look for the crew.

A. Change *plan to be going to*. Do not change the time.

EXAMPLE

They plan to collect a fee from her. *They are going to collect a fee from her.*

1. He plans to send out a plane tomorrow.
2. She planned to hand over the money.
3. They plan to explore the outer planets in the near future.
4. We plan to take advantage of all the knowledge we're collecting.
5. I planned to return to my office immediately.

Be able to is the equivalent of *can* and *could* to express ability.

They were able to swim back to the boat.

B. Change *can* or *could* to the appropriate form of *be able to*.

EXAMPLE

They could swim back to the boat. *They were able to swim back to the boat.*

1. We could see Japanese troops on the island.
2. He can swim very well.
3. She can describe his car to the men.
4. I can't drive in this thick fog.
5. They couldn't decide what to do.

Have to is used like *must* to express necessity. It can be used in any tense, including the past, whereas *must* indicates the present or future.

They had to hang on to the side of the boat for several hours.

Have got to is also used in the present to express the idea of necessity.

They've got to keep low in the boat so that the Japanese won't see them.

C. Change *must* to *have to*.

EXAMPLE

We must plan the projects carefully.

We have to plan the projects carefully.

1. They must cut back their expenses.
2. She must take several more math courses.
3. We must maintain these machines in good condition.
4. I must point out his mistakes to him.
5. You must drive slowly on this wet pavement.

D. Change *must* to *have got to*.

EXAMPLE

You must check the car.

You've got to check the car.

1. He must push his car to get it started.
2. They must make room for the badly injured men.
3. I must take full command in this situation.
4. She must overcome many difficulties to become an engineer.
5. You must switch off all the lights.

Ought to is the equivalent of *should* to express duty or obligation.

They ought to stop arguing about what they're going to do.

E. Change *should* to *ought to*.

EXAMPLE

You should start looking for the turnoff.

You ought to start looking for the turnoff.

1. They should gain a great deal of valuable information from that project.
2. I should *reply* to this letter today. *contest*
3. You shouldn't step on the accelerator.
4. They shouldn't argue about their situation.
5. She should send the children to kindergarten.

Used to indicates a habitual action in the past.

She used to swim a great deal, but she doesn't anymore.

F. Add *used to* to these sentences.

EXAMPLE

I drove a shabby old car.

I used to drive a shabby old car.

1. I went swimming every day.
2. They gave all their employees on-the-job training.
3. They required all the students to take language courses.
4. She belonged to the union.
5. We shipped all our products by train.

Supposed to indicates a duty or expectation. The phrase is passive in form and is usually used in the present and the past.

They're supposed to send a plane out to look for us.
Friday the thirteenth is supposed to bring bad luck.

G. Change *expect to* to *be supposed to*.

EXAMPLE

I expect you to arrive on time. *You're supposed to arrive on time.*

1. They expect me to train the new employees.
2. I expect her to set up a new training program.
3. They expect us to have two years of experience before we get jobs.
4. They expect us to finish this math course before we take physics.
5. They expected us to ship the spark plugs by air.

Would rather indicates preference. It is followed by the simple form of the verb and refers to present or future time.

I'd rather fight than surrender.

The negative *not* follows *rather*.

I'd rather not walk all the way back to the city.

H. Change *prefer to* to *would rather*.

EXAMPLE

He prefers to live a life without danger. *He'd rather live a life without danger.*

1. She prefers to blame other people for her troubles.
2. I prefer to have my annual checkup this week.
3. I prefer not to recommend him for that position.
4. She prefers not to supervise the new employees.
5. They prefer to do all their advertising on television.

Had better indicates the advisability of an action, that the action is a good idea. It is often used as a warning.

They'd better keep low in the boat, or the Japanese will see them.

The negative *not* follows *better*.

She'd better not hand over the money.

I. Change these sentences so that they use *had better*.

EXAMPLE

It would be a good idea for you to get started on this job now.
You'd better get started on this job now.

1. It would be a good idea for her to get some practical experience.
2. It would be a good idea for him to check the balance in his bank account.
3. It would be a good idea for you not to depend on other people.
4. It would be a good idea for him to sell his business.
5. It would be a good idea for her to get her master's degree before she starts looking for a job.

Pronunciation and Intonation Practice

A. Repeat several times.

real
roll
rill
rail
rule

lore
lair
leer
liar
lure

really
rally
rolling
unruly
early

B. Repeat these sentences.

1. Is that a true story he's telling or is he really a liar?
2. Will we really see her at the rally?
3. The rail was rolling along the road.
4. He restored order among the unruly lads with a will of iron.
5. The girls will really roll in early in the morning.

C. Listen and repeat.

When the second part of a two-word verb ends a sentence, it is often stressed.

EXAMPLE

You should slow down.

1. We have to send it out.
2. Why does he keep it up?
3. They made room for him to stretch out.
4. We have some new policies to carry out.
5. This is the letter that I put aside.

General Practice

Conversation.

The story in this lesson takes place during World War II. What happened to your country (or region) during that war?

Did anyone you know fight in World War II? What stories have they told you about it?

How often have you been on a boat? Where did you go? How did you feel?

Have you ever been in a dangerous situation? Tell about it.

Would you like to be in the navy or the army? Give your reasons.

Has your life ever been in danger? Tell about it.

Reading and Oral Practice: Man of Courage (Part 2)

Listen and repeat. Then answer the questions.



The boat began to sink lower into the water. It was simply a question of time before it sank completely. The lieutenant therefore ordered all the men to swim to a small island about three miles to the southeast. The men prepared at once for the long trip. Some men could not swim, and they formed a group around a heavy piece of wood which still floated in the water. They tied various things to this piece of wood, including several pairs of shoes and the ship's lantern. The young

lieutenant pulled McMahon along in the water by holding with his teeth one end of a strap on the burned man's life jacket. He swam using the breaststroke with McMahon on his back. Fortunately, the lieutenant had been on the swimming team at Harvard University a few years earlier and was an expert swimmer. The entire group finally reached the island some five hours later. Including the time spent in holding on to the side of the ship, most of the men (except McMahon and Johnson) had been in the water for almost fifteen hours.

1. What was happening to the boat? What was just a question of time?
2. What did the young lieutenant order?
3. How did the men who could not swim prepare for the trip?
4. What did they tie to the piece of wood?
5. How did the lieutenant take care of McMahon?
6. Why was the lieutenant an expert swimmer?
7. How long did it take the entire group to reach the island?
8. How long had the men been in the water?

The island was a small one. There were coconuts on the trees but none on the ground. The situation in the group was serious. The lieutenant began to think. He knew that each night U.S. PT boats moved out through Ferguson Passage to action in Blakett Strait. Ferguson Passage lay just beyond the next small island. The lieutenant decided to try to reach Ferguson Passage by first swimming to this small island. He put on a rubber life belt; he also carried with him a pair of shoes, the ship's lantern, and a revolver. He reached the island at night after a short swim and walked with difficulty along the reef to the far end of the island. He cut his feet and legs frequently on the sharp coral rock just beneath the surface of the water.

9. What was the island like?
10. What did the lieutenant know?
11. Where was Ferguson Passage?
12. What did the lieutenant decide?
13. How did he prepare for the swim?
14. What did he do then?
15. What happened to his feet and legs?

From the island he then swam out into Ferguson Passage and took a position where he hoped to make contact with one of the PT boats. He held this position for several hours, but nothing happened. Far away, at a distance of some ten miles, he saw flames in the sky. Apparently, for the first time in many weeks, the U.S. PT boats had changed their direction and gone around Gizo Island instead of through Ferguson Passage.

16. Where did the lieutenant go from the island?
17. How long did he stay there? What happened?
18. What could he see far away?
19. What had the U.S. PT boats done?

His task now was to get back to his men. But the currents of water in this area are extremely strong and often change rapidly. The lieutenant was weary. Despite his best efforts, he found himself being carried by the current past the island where his men waited. There was nothing he could do. He felt for the second time that he was face-to-face with death.

20. Why was it difficult for him to get back to his men?
21. What happened despite his best efforts?
22. What could he do?
23. How did he feel?

The lieutenant threw away the shoes he was carrying but held on to the ship's lantern. Soon he stopped trying to swim. It was useless. His life belt, however, kept him afloat. He fell into a deep sleep; possibly he became unconscious. The hours passed.

24. What did the lieutenant throw away? What did he keep?
25. Why did he stop trying to swim?
26. How did he stay afloat?
27. What happened to him?
28. Was he in the water a long or a short time?

Then a strange thing happened. The currents again changed, and he floated in a wide circle of many miles past Gizo Island, past Kolombangara, and once again south into Ferguson Passage. When the sun rose, he woke to find himself again in Ferguson Passage, in almost the same position where he had waited the night before for the PT boats to pass. For a time he thought he was dreaming or that he had lost his mind, but gradually he remembered some of the events of the night before. His shoes, for example, were gone, but he still held on to the ship's lantern. Now he struck out for the small island where his men were waiting. This time he made it. But he was extremely sick. He ordered another man, Ross, to go out into Ferguson Passage that night; then he fainted. Ross went out that night, taking a pistol with him to use as a signal in case he met a PT boat, but again no PT boats came into sight. Ross returned the next morning with the sad news.

29. What strange thing then happened?
30. Where was he when the sun rose?
31. What did he think for a time?
32. What helped him to remember some of the events of the night before?
33. Did he reach the island where the men were waiting for him?
34. What did he order? What happened to him then?
35. What did Ross take with him when he went out that night?
36. With what news did he return in the morning?

The men were hungry and suffering badly from thirst. The lieutenant decided that they should now move to another island where there appeared to be more coconut trees and where they would be closer to Ferguson Passage. Again, with the strap of McMahon's life jacket in his mouth, the lieutenant pulled McMahon along with him to this other island. The other men grouped themselves along the same piece of wood they had used previously. The swim this time took three hours.

37. How were the men on the island?
38. Why did the lieutenant decide they should move?
39. How did he get McMahon to this island?
40. What did the other men do?
41. How long did this swim take?

The irregular verb *to wake* is introduced in this lesson.

wake-woke-woken

Structure and Pattern Practice

The passive voice is formed with the auxiliary verb *to be* and the past participle of the main verb. There is a corresponding form for each of the different tenses in the active voice.

Active Voice

He orders him to do it.

He ordered him to do it.

He has ordered him to do it.

He had ordered him to do it.

Passive Voice

He is ordered to do it.

He was ordered to do it.

He has been ordered to do it.

He had been ordered to do it.

The passive is used to give an impersonal idea or when it is not important to know who performs the action. It is often the equivalent of active sentences that use an impersonal *they* or *you* as subject.

You can buy medicine in a drugstore.

Medicine can be bought in a drugstore.

When an agent is expressed with the passive, we use a prepositional phrase with *by*.

He was carried by the current in a wide circle.

A. Change to the passive. Do not change the tense.

EXAMPLE

They deliver the mail every morning.

The mail is delivered every morning.

1. Many navigators explored the unknown seas.
2. They have overcome all the problems with that project.
3. The men in the car had recognized her.
4. They lock the door every night.
5. An explosion caused the damage.
6. A destroyer struck the small PT boat.
7. They had sold all the merchandise that was on sale.
8. They make the plans before they begin work.
9. They ship the merchandise by truck.
10. They've installed a new computer in our office.

Continuous forms are occasionally used in the passive.

The group is being formed now.

The group was being formed when I was there.

The modal auxiliaries and idiomatic verb phrases are followed by *be* and a past participle to form the passive.

The boat will be sunk if the destroyer strikes it.

The shoes can be tied to this piece of wood.

The money should have been handed over yesterday.

The lights have to be switched off.

That work had better be finished today.

B. Change to the passive. Do not change the auxiliary or idiomatic verb phrase.

EXAMPLE

They should assign him a new job.

He should be assigned a new job.

be + past participle

1. Space probes are exploring the outer planets.
2. They will prepare the report next week.
3. They are discussing the problem now.
4. They're going to announce the raise soon.
5. You can obtain the information from the computer.
6. You must carry out the policies of management.
7. They ought to provide more electricity for our needs.
8. They will increase the budget next year.
9. They are tearing down the buildings across the street.
10. They should lock the door every night.

In the negative, *not* follows the first auxiliary; in questions, the subject comes after the first auxiliary.

English isn't spoken in this store.

She hadn't been threatened.

Have all the arrangements been made?

Haven't space projects been cut back in recent years?

C. Change to the negative.

EXAMPLE

The merchandise will be delivered tomorrow.

The merchandise won't be delivered tomorrow.

1. The office systems had been improved.
2. I was invited to visit their home.
3. The new supermarket will be located near the highway.
4. The bridge is being designed by an engineer.
5. The parts are manufactured in the same plant.
6. He can be depended on to do his work accurately.
7. She has been replaced.
8. They had been rescued within a few minutes of the explosion.

D. Change to questions.

EXAMPLE

The merchandise will be delivered tomorrow.

Will the merchandise be delivered tomorrow?

1. We'll be shown everything in the factory.
2. Contact had been made with the U.S. PT boats.
3. The shopping center was surrounded by a parking lot.
4. She had been taught to ask a lot of questions.
5. These papers can be thrown away now.
6. The new employees will be trained by their supervisor.
7. The computer is used to provide management with information.
8. The subway is going to be built under this street.

Some verbs form the passive with *to get* as the auxiliary verb.
Many of these verbs express a violent action.

Many ships get sunk in storms at sea.
He got injured when the boat exploded.
He had gotten burned in the explosion.

Negatives and questions in the passive with *get* follow the regular patterns for *get*.

He didn't get injured when the boat exploded.
Did she get threatened by the men?

E. Change to the passive with *get*. Change questions to questions and negatives to negatives.

EXAMPLE

He wasn't killed in the explosion. *He didn't get killed in the explosion.*

1. Will they be married in the spring?
2. He was shot by the men in the car.
3. The glass will be broken if you leave it on top of the desk.
4. His car had been smashed up in a bad accident.
5. She's going to be transferred to a much better position.
6. Was their boat sunk by a Japanese destroyer?
7. The work must be completed on time.
8. Has she been elected to public office yet?

Pronunciation and Intonation Practice

A. Repeat several times.

s as in *seat*

sip
sop
seat
seek
sore
sear
seep
sue

sh as in *ship*

ship
shop
sheet
chic
shore
shear
sheep
shoe

ch as in *check*

chip
chop
cheat
cheek
chore
cheer
cheap
chew

B. Repeat these sentences.

1. She sent a check to the shop to pay for the shoes and socks.
2. She's seen the shop where they sell those cheap chairs.
3. She saw the seashells down by the seashore.
4. They let out a cheer when the ship came within sight of the shore.
5. She heard the sound of chimes while she sat by the seashore.

C. Listen and repeat.

When two or more pronouns and prepositions follow a verb at the end of a sentence, they are usually not stressed.

EXAMPLE

Let me show it to her.

1. Please give it to me.
2. I want to send them to you.
3. She handed them to me.
4. I'll get it for you.
5. She explained it to them.

General Practice

Conversation.

Do you know how to swim? Do you think swimming is a useful skill? Why?

What are some other physical skills that you think are useful? Why?

How popular is swimming in your country (or region)?

What dangers do you think the lieutenant and Ross were in by staying in the water all night? What would you have done in their situation?

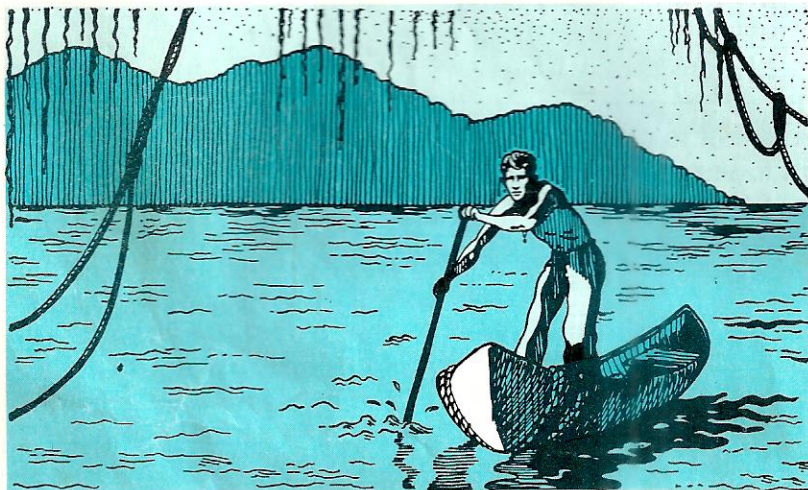
Have you ever been "face-to-face with death" as the lieutenant thought he was? What did you think about?

What do you think of the lieutenant's decisions in this situation?

Would you have made the same or different decisions?

Reading and Oral Practice: Man of Courage (Part 3)

Listen and repeat. Then answer the questions.



On the fourth day, even though coconuts were found on the island and the men ate coconuts and drank coconut milk, the spirits of the group were very low. The lieutenant, however, refused to give up hope. He ordered Ross to swim with him to a still larger island, Nauru, not far distant. This move involved some danger because there were Japanese on Nauru, but on one side the island bordered directly on Ferguson Passage. Although they were both very weak, Ross and the lieutenant swam to Nauru in just an hour.

1. What had the men found to eat and drink?
2. How did they feel?
3. What did the lieutenant refuse to do?
4. What did he order Ross to do?
5. What was the danger on Nauru? What was the advantage in going there?
6. How long did it take them to swim there?

On Nauru they found a wooden box with some food in it and also a small barrel of drinking water left by some Japanese. They also came upon a canoe just large enough for one person. The lieutenant used this canoe to return that night to the island where the other men waited. He took with him the food and water he and Ross had found. In early morning he returned again to Nauru, but a strong wind came up and turned over the canoe.

7. What did they find on Nauru?
8. What else did they come upon?
9. For what did the lieutenant use the canoe? What did he take with him?
10. What happened when he returned again to Nauru?

Suddenly, out of nowhere, some natives appeared, picked the lieutenant out of the water, and took him to Nauru. There they showed him where a larger canoe, one that would hold two people, was hidden. The lieutenant took a coconut with a smooth shell and scratched this message on it with a knife: "Eleven alive. Native knows position. Nauru Island. Lieutenant K." Then he repeated to the natives several times, "Rendova! Rendova!" Rendova was the island where the U.S. PT base was located. The natives appeared to understand him; in any case, they took the coconut and left in their canoe.

11. Who suddenly appeared? What did they do?
12. What did they show him?
13. For what did the lieutenant use the shell of a coconut?
14. What was the message?
15. What did he repeat to the natives? What was he trying to tell them?
16. Why did they appear to understand him?

That night Ross and the lieutenant again went out into Ferguson Passage in the larger canoe to look for PT boats. Ross was opposed to this action, but the lieutenant insisted that they continue to do everything possible to obtain help. Unfortunately, the weather soon turned bad. Waves six feet high turned over the canoe. While heavy rain poured down on them, the two men hung for several hours to the sides of the canoe. Finally, one great wave broke the lieutenant's hold on the canoe, and he was thrown high into the air. He was then carried from wave to wave toward the shore. For the third time, he felt that death was facing him. But again he reached the shore safely. Ross was not quite so fortunate. He too was thrown bodily upon the shore, but he was cut badly and injured by the sharp coral rock.

17. What did Ross and the lieutenant do again that night?
18. How did Ross feel about this action?
19. Why did the canoe turn over?
20. What did the two men do for several hours?
21. What finally happened to the lieutenant?
22. What did he feel for the third time?
23. What happened to him?
24. Why wasn't Ross so fortunate?

The two men lay on the beach and fell into a deep but troubled sleep. They woke up to see four natives standing over them. One spoke perfect English and said, "I have a letter for you, sir." The lieutenant quickly opened the letter, which read as follows:

To the senior officer, Nauru Island:

I have just learned of your presence on Nauru Is . . . I am in command of a New Zealand infantry group operating on New Georgia. I strongly advise that you come with these natives to me. Meanwhile I shall be in radio communication with your authorities at Rendova, and we will make plans to collect balance of your group.

Lt. Wincote

25. What did the two men do when they reached the beach?
26. What did they see when they woke up?
27. What could one of the natives do? What did he say?
28. What had the person who wrote the letter just learned?
29. What was he in command of?
30. What did he advise?
31. What would he do meanwhile?
32. Who signed the letter?

The natives first took Ross and the lieutenant to the island where the other men waited. Everyone there was pleased with the good news. The natives then placed the lieutenant in the bottom of their canoe and covered him with palm leaves to hide him from observation by Japanese planes. They then made the long trip to New Georgia.

33. Where did the natives take Ross and the lieutenant?
34. How did the men in the group feel?
35. What did the natives then do?
36. Where did they go?

A few hours later a PT boat arrived at New Georgia. "Hey, Jack!" someone called. "Where in the world have you been?" the lieutenant called back.

"We have some food for you."

"No, thanks," the lieutenant said. "I just had a coconut." Then he jumped into the boat and hugged the men on board. Some of them were friends from the base. After this, one of the natives guided the PT boat back to the island where the rest of the lieutenant's crew waited. In the middle of the night the PT boat carried the entire crew back to their home base on Rendova.

37. What arrived a few hours later?
38. What did they offer the lieutenant? Why did he refuse?
39. What did the lieutenant do then? Who were the men?
40. What did one of the natives do after this?
41. What happened in the middle of the night?

It remains to be said that the young lieutenant who acted so courageously and who, almost single-handedly, saved the lives of his crew members was John F. Kennedy. Mr. Kennedy later entered politics, first becoming a United States senator from Massachusetts, and finally the thirty-fifth president of the United States.

42. Who was the young lieutenant?
43. What did Mr. Kennedy later do?

The irregular verb *to hide* is introduced in this lesson.

hide-hid-hidden

Also note that *leaves* is the plural of *leaf*. The plural of *knife* is *knives*.

Structure and Pattern Practice

Adjective clauses modify nouns. They begin with *that*, *which*, *who*, *whom*, *whose*, *where*, and *when*. These words are known as relative pronouns.

That is used for both people and things. When it is used for people, it is usually the object of the verb in the clause or of a preposition.

The natives delivered the message that he had scratched on the coconut shell.

The men that they saw were natives of the island.

When *that* is an object, it can be omitted.

He was opposed to the orders (that) he had been given.

The natives delivered the message (that) he had scratched on the coconut shell.

A. Combine these sentences, using *that* to connect them.

EXAMPLE

People lived in the world. Columbus discovered that world.
People lived in the world that Columbus discovered.

1. There was a bridge of land and ice. It connected Asia and North America.
2. We can measure the ocean. Columbus crossed that ocean.
3. The people didn't believe in his ideas. He talked to them.
4. The satellites give us valuable information. They orbit the earth now.
5. The woman has a lot of experience. We recommended her for the job.
6. There are many dangers. We do not really understand them.
7. The people have had vocational training. They hired them last week.
8. The questions hadn't been the right ones. He'd asked the questions.
9. The woman had blonde hair. I saw her.
10. The plumber can't come until tomorrow. I called the plumber this morning.

That is used for things.

The canoe *that* they found was large enough for one person.

Which is also used for things but is not common in present-day speech and writing.

B. Combine these sentences, using *that* to connect them.

EXAMPLE

They were waiting for the car. She had described it to them.

They were waiting for the car that she had described to them.

1. They began to colonize the new islands and continents. They were still being explored.
2. She looked at the gun. The detective had it in his hand.
3. The ship was a Japanese destroyer. It cut the PT boat in half.
4. The rubber life belts saved them from sinking. They were wearing the life belts.

Who and *whom* are used for people. *Who* is used as the subject of the verb in the clause. *Whom* is used as the object of the verb in the clause or as the object of a preposition.

The men *who* delivered his message were natives of the island.

The men *to whom* he gave the message got into their canoe at once.

The people *whom* she asked for help couldn't give her any advice.

After prepositions, *which* for things and *whom* for people are customarily used.

They hadn't seen the destroyer *by which* they were struck.

The men *by whom* they were rescued were natives of the island.

C. Combine these sentences, using *who* to connect them.

EXAMPLE

The woman was wearing a fur coat. She entered the office.
The woman who entered the office was wearing a fur coat.

1. The lieutenant became president of the United States. He had saved his men almost single-handedly.
2. I couldn't see the people. They were waiting in the car.
3. The people wouldn't give me a lift. They passed by me in their cars.
4. The men were his friends from the base. They were in the PT boat.

D. Combine these sentences, using *whom* to connect them.

EXAMPLE

The man has disappeared. We've been depending on him.
The man on whom we've been depending has disappeared.

1. The woman will give us our training. I was talking to her.
2. The doctor works in a clinic. You sent me to the doctor.
3. I can't reach the woman. We were depending on her to take that job.
4. She wanted to kill the man. She blamed him for all her mistakes.

Whose is used as a possessive.

The scientist whose report you liked is a young woman.

E. Combine these sentences, using *whose* to connect them.

EXAMPLE

She's the young scientist. Her report provided us with a lot of information.
She's the young scientist whose report provided us with a lot of information.

1. The people were hiding from us. We found their canoe.
2. The man couldn't walk. His legs had been badly burned.
3. The people have been transferred. You're buying their house.
4. I've never heard of the artist. You've just bought the artist's painting.
5. I couldn't see the woman. I was following her car.

Where and *when* are used for place and time.

They are substitutes for a prepositional phrase with *which*.

The island on which the men waited was very small.

The island where the men waited was very small.

It was a period in which many new colonies were established.

It was a period when many new colonies were established.

F. Combine these sentences, using *where* to connect them.

EXAMPLE

He couldn't reach the island. His men were waiting there.

He couldn't reach the island where his men were waiting.

1. I couldn't see the overlook. I had to turn off the highway there.
2. He tried to get a message to the base. The PT boats were stationed there.
3. The U.S. boats were no longer passing through the strait. They had been on patrol there for several weeks previously.
4. They had many difficulties in the places. They tried to establish colonies there.
5. He looked under the papers. He had hidden the money there.

G. Combine these sentences, using *when* to connect them.

EXAMPLE

There was a time. Everyone was afraid to sail out into the ocean then.

There was a time when everyone was afraid to sail out into the ocean.

1. It was a period. Humanity was spreading out across the new continents then.
2. The time will come sooner or later. We will find another planet with life like our own at that time.
3. She's looking forward to the day. She'll retire and get a pension then.
4. He was afraid it was past the hour. He was supposed to meet her then.
5. This is the month. They have their exams in this month.

Pronunciation and Intonation Practice

A. Repeat several times.

y as in yet

yet
yell
year
yard
yam
Yale

j as in jet

jet
jell
jeer
jarred
jam
jail

B. Repeat these sentences.

1. You'll yet get to make a journey in a jet.
2. If you yell and jeer like that, you'll end up in jail.
3. When you jump around like that, you jar the whole yard.
4. If you yell like that, the jam in the jar won't jell.
5. He buried a yellow jar in the yard last year.

C. Listen and repeat.

In most cases, pronouns that follow a verb are not stressed. However, when they do receive a stress, it indicates that the action is directed to that pronoun only.

EXAMPLE

Please give it directly to me.

1. Don't tell her.
2. You mustn't say anything to them.
3. I want to show them to you.
4. I'll do it for you.
5. Hand it directly to him.

General Practice

Conversation.

Again consider the lieutenant's decisions during this time. Were they wise decisions? What would you have done?

Would you like to be in command of other people? Why is it necessary in the army, navy, and air force?

How would you try to make people who didn't know your language understand you? What would you do to try to understand them?

When Kennedy got back to his base, he was glad to see his friends. How do people in your country (or region) show that they are glad to see someone?

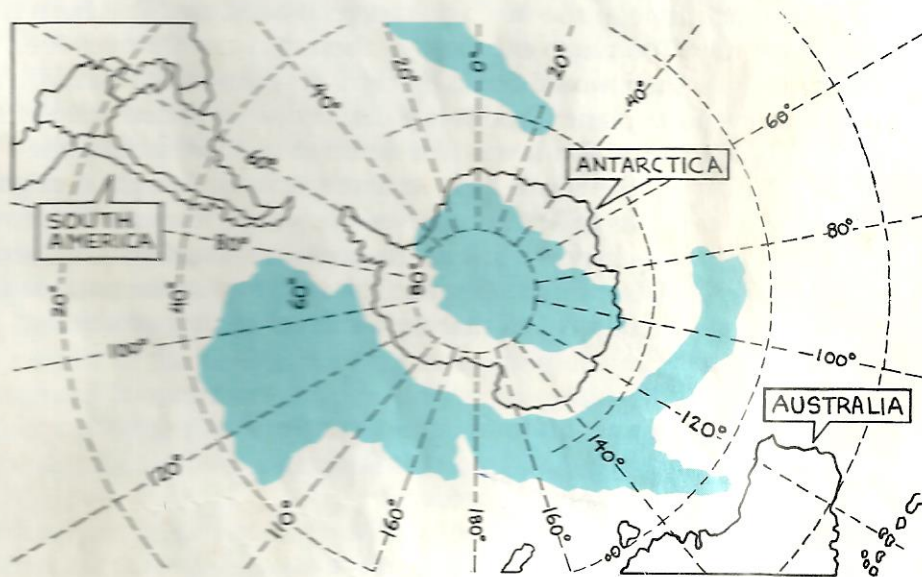
Is it necessary to serve in the army, navy, or air force in your country? How long?

Is it useful for a politician in your country (or region) to have served in the army, navy, or air force?

What else do you know about John F. Kennedy?

Reading and Oral Practice: The Hole in the Sky

Listen and repeat. Then answer the questions.



Chicken Little in the nursery tale runs around warning all the animals in the farmyard that the sky is falling. The sky is falling? Of course nobody believes him; the sky *can't* fall, we all know that. Scientists are today's Chicken Little. They are warning us that there's a hole in the sky. A hole in the sky? How can there be a hole in the sky? The sky isn't like a piece of paper or cloth, it's just—well, it just isn't *anything*, it's just empty space.

1. What does Chicken Little in the nursery tale do?
2. Who believes him? Why not?
3. What are scientists today warning?
4. Why may we not believe them?

The sky, however, is something. The atmosphere surrounding our planet is made up of gases that make life possible on earth. This life-giving atmosphere extends several miles above the surface of the earth. About twenty miles up there is a layer of gas called ozone. Ozone is a form of oxygen, the element that is essential to life. The ozone layer has an absolutely vital purpose; it screens out most of the ultraviolet radiation from the sun.

5. What is the atmosphere made up of?
6. How high does the atmosphere extend?
7. What is there about twenty miles up?
8. What is ozone?
9. What does ozone do?

If you spend too much time in the sun, you can get a bad burn. This burn is caused by ultraviolet rays. Too much exposure to these rays can threaten life. Without the ozone layer, there would be no protection against this radiation; all life could disappear from the planet. And it is in the ozone layer that scientists have discovered the hole in the sky. It was first detected over Antarctica, the continent of ice and snow at the South Pole. At first scientists thought it might be the result of the fierce winds of Antarctica. Now, however, research has proved that the hole is not just temporary. Additional research has found that the ozone layer above other parts of the world has become thinner than in the past. And worst of all, the research has discovered that we ourselves are responsible for the hole in the sky.

10. What can happen if you spend too much time in the sun?
11. What is sunburn caused by?
12. What can happen from too much exposure?
13. What could happen without the ozone layer?
14. Where have scientists discovered the hole in the sky?
15. Where was it first detected?
16. What did scientists think at first?
17. What has research proved now?
18. What has additional research found?
19. Who is responsible for the hole in the sky?

Our modern technology has released great quantities of matter into the atmosphere. We still do not know how much harm we are doing to the systems on which we depend for our existence. The carbon dioxide from automobile emissions, for example, seems to be creating the "greenhouse effect." The carbon dioxide prevents heat from rising into the upper atmosphere. It is like the glass in a greenhouse that traps hot air inside. On a global scale, scientists fear that this may cause the world's climate to become warmer. In that case, the ice at the North and South Poles would melt, the oceans would rise, and coastal regions would disappear under water. Many regions that now produce rich crops could become too dry for agriculture.

20. What has modern technology done?
21. What do we still not know?
22. What does carbon dioxide from automobiles seem to be doing?
23. What does the carbon dioxide prevent?
24. What is it like?
25. What do scientists fear on a global scale?
26. What would happen in that case?
27. What might happen to agriculture?

The scientists who are studying the ozone layer have determined that the hole in the sky is caused by a group of chemicals that do not occur in nature. They are made up of carbon, fluorine, and chlorine, and they are usually called CFCs. The most familiar of the CFCs is freon, a chemical that is used in refrigerators and air conditioners. It contributes to our comfort by making the air cool. More than that, it makes it possible for us to preserve food for long periods of time. The food can then be distributed over wide areas without danger of spoiling.

28. What have scientists determined about the ozone layer?
29. What are these chemicals made up of?
30. What are they usually called?
31. What is the most familiar of them?

32. What is freon used in?
33. How does it contribute to our comfort?
34. What does it make possible?
35. What can then be done with the food?

We receive many benefits, and very important ones, from the CFCs. Nevertheless, they are a major threat to the environment, probably the most serious that has yet been discovered. Several nations have agreed to stop the use of CFCs over the next few years. Chemical companies are looking for substitutes that will provide the same benefits without the same danger to the environment. The real question, though, is whether there will be enough time to stop the damage and preserve our shield against the sun's deadly radiation.

36. What do we receive from the CFCs?
37. What are they nevertheless?
38. What have several nations agreed?
39. What are chemical companies looking for?
40. What is the real question?

Structure and Pattern Practice

Adverbial clauses of time are introduced with words such as *when*, *before*, *after*, *while*, *as*, *since*, and *until*.

It was raining hard when we went outdoors.

The past perfect tense is often used in sentences with time clauses to show that the action of the verb in the past perfect took place before the action of a verb in the past tense.

First they studied the ozone layer. Then they discovered that there was a hole in it.

After they had studied the ozone layer, they discovered that there was a hole in it.

- A. Change each sentence so that it becomes a sentence with a time clause beginning with *after*.

EXAMPLE

First he locked the door, and then he went home.

After he'd locked the door, he went home.

1. First he stayed in the sun, and then he got a bad burn.
2. First they explored the island, and then they established colonies there.
3. First he stepped on the accelerator, and then he straightened out the car.
4. First he slowed down, and then he spotted the turnoff.
5. First she checked the computer, and then she answered the question.

- B. Change each sentence so that it becomes a sentence with a time clause beginning with *before*.

EXAMPLE

First he ate dinner, and then he went out.

He'd eaten dinner before he went out.

1. First she switched off the lights, and then she went out.
2. First she trained the new employees, and then she assigned them to jobs.
3. First they tied their shoes to the piece of wood, and then they began to swim to the other island.
4. First he scratched a message on the shell, and then he gave it to the natives.
5. First they listened to the candidates, and then they voted.

A common pattern of tenses in sentences with time clauses is a present tense in the time clause and a future tense in the main clause.

When the climate becomes warmer, the ice at the North and South Poles will melt.

C. Combine each pair of sentences so that the first becomes a time clause and the second one becomes the main clause of the new sentence. Use the connecting word given in parentheses.

EXAMPLE

It will be close to midnight. He'll leave his office. (when)
He'll leave his office when it's close to midnight.

1. He'll reach the outskirts of the city. He'll speed up. (when)
2. They'll learn more about the atmosphere of the planet. They'll try to land on Mars. (after)
3. He'll get to the meeting place. They'll recognize his car. (when)
4. He'll return. She'll stay in the office. (until)
5. She'll check the computer. She'll answer their questions. (after)
6. He'll spot the turnoff. He'll slow down. (until)
7. He'll get to the overlook. She'll describe the car to the men who are waiting. (before)
8. They'll ask us to surrender. We'll fight with them. (when)
9. He'll see a ship. He'll continue swimming. (until)
10. They'll have products to sell. They'll set up a stall in the market. (when)
11. She'll take a vacation. She'll be able to rest. (when)
12. They'll have a sale. They'll advertise in the newspaper. (before)

When *while* connects two clauses in the same tense, the actions are happening at the same time.

He watched her face while she told her story.

In many sentences with *while*, the main clause is in the simple past tense and the clause with *while* is in the past progressive. This shows that the action in the clause with *while* was interrupted by the action in the main clause.

While he was looking out the window, he heard a knock on the door.

- D. Combine each pair of sentences so that the first one becomes a clause with *while* and the second becomes the main clause of the new sentence.

EXAMPLE

He was swimming across the strait. He was holding the lantern at the same time.
While he was swimming across the strait, he was holding the lantern.

1. She was fumbling in her purse. My hand was tightening on my gun at the same time.
2. I was working. They were making a lot of noise at the same time.
3. She drives to work. At the same time, she listens to the radio.
4. She told him about her troubles. At the same time, he stood looking out the window.

- E. Combine each pair of sentences so that the first one becomes a clause with *while* and the second becomes the main clause of the new sentence.

EXAMPLE

He was reading the newspaper. During that time, he heard a knock on the door.
While he was reading the newspaper, he heard a knock on the door.

1. He was writing his report. During that time, he received a message from his boss.
2. He was driving to work. During that time, he had an accident.
3. He was looking for a sea route to China. During that time, he discovered a new world.
4. They were sailing among the islands. During that time, a Japanese destroyer cut their boat in half.

In sentences using *since* as a time word, the main clause will use a perfect tense no matter what the tense in the clause with *since*.

She has been in politics since she finished college.

F. Combine each pair of sentences so that the first becomes a clause with *since* and the second becomes the main clause of the new sentence.

EXAMPLE

They started out on their trip last month. They've seen a lot of sights since then.

They've seen a lot of sights since they started out on their trip last month.

1. He joined the navy. He's seen a lot of action since then.
2. She got a law degree. She's been trying to go into politics since then.
3. I found out I was going to get a promotion. I've been working very hard since then.
4. She had an accident last year. She's been afraid to drive since then.
5. The boat had been sunk. The men had been holding on to a piece of wood since then.

Pronunciation and Intonation Practice

A. Repeat several times.

d as in *render*

render
molding
sending

t as in *renter*

renter
molting
scenting

B. Repeat these sentences.

1. The boarder was sending the order to Sweden.
2. The renter refused the model until the molding was mended.
3. The bitten piece of candy was under the sandal.
4. Sweeten the butter that's bitter before it's eaten.
5. The builder bolted when the party ended.

C. Listen and repeat.

Sometimes a name or pronoun which is the subject of the sentence receives the high intonation level to emphasize the idea that only that person is performing the action.

EXAMPLE

He replied to my letter.

1. I arrived on time.
2. The boss told me to do it.
3. You made that mistake.
4. She answered his question.
5. The commander gave the order.

General Practice

Conversation.

Is there much air pollution in your city (or region)? What does it come from? What is the government doing about it? What would you do about it?

What are some other problems that are caused by the automobile?

Are there any other kinds of pollution in your city (or region)? What does it come from?

Do you have a refrigerator? An air conditioner? Would you give up using them if no substitute for them is found?

Do you think problems with the environment are really serious? Give your reasons.

Structure and Pattern Practice

A. Change to the passive. Change questions to questions and negatives to negatives.

EXAMPLE

Can they overcome all the difficulties?

Can all the difficulties be overcome?

1. They haven't explored the asteroids yet.
2. They checked all the information carefully.
3. They release a great deal of matter into the atmosphere.
4. The ozone layer screens out ultraviolet rays.
5. Carbon dioxide caused the pollution.
6. They won't use all this information.
7. Had they distributed the food over a wide area?
8. They should take the message to the base at once.
9. Did an explosion cause all that damage?
10. A team of scientists is studying the hole in the ozone layer.
11. They aren't checking the information carefully enough.
12. A senior management group establishes all the policies for the company.
13. They ought to regulate automobile emissions.
14. You can't buy this kind of medicine without a prescription.
15. Will they announce her promotion soon?
16. Have they explored all the planets yet?

B. Change to the passive with *get*. Change questions to questions and negatives to negatives.

EXAMPLE

He wasn't hurt when the boat sank.

He didn't get hurt when the boat sank.

1. He was shot during the argument.
2. Have they been married yet?
3. They weren't killed when the boat sank.
4. Was his car hit by a truck?
5. The problem won't be solved if you don't work at it.
6. She's going to be promoted this month.
7. I was blamed for all her mistakes.
8. They've been cut on the sharp coral.

C. Change these sentences so that they use the appropriate idiomatic verb phrase.

EXAMPLE

He should vote for the candidate he likes best.

He ought to vote for the candidate he likes best.

1. My mind can't work as fast as a computer.
2. They plan to fight before they surrender.
3. We must get a message to our base.
4. He expected her to pay him a big fee.
5. We prefer to drive to work.
6. It would be a good idea for us to cut back on our use of the automobile.
7. We can't take advantage of the minerals on the moon.
8. They must carry with them all the systems that support life.
9. You should slow down on this wet pavement.
10. He plans to swim to another island in the morning.
11. They expect me to write a report about my trip.
12. I prefer to take care of these problems at once.
13. It would be a good idea for them to get out of the sun before they get burned.
14. They plan to colonize any new lands that they discover.
15. She couldn't get the experience that she needed.
16. They prefer to let the commander make all the decisions.

D. Combine these sentences, using the relative pronoun in parentheses.

EXAMPLE

They found a canoe. The natives had left it on the shore. (that)
They found a canoe that the natives had left on the shore.

1. He didn't like the orders. He received them. (that)
2. They swam to another island. There were more coconut palms there. (where)
3. She found all the mistakes. I hadn't seen them. (that)
4. The woman was a new employee. She was receiving technical training. (who)
5. The men were able to float in the rough water. They were wearing life belts. (who)
6. He couldn't get help from any of the people. He saw them. (whom)
7. I can't remember the woman. I received her letter this morning. (whose)
8. The time was coming. He had to make a decision then. (when)
9. She's the person. You should give this information to her. (whom)
10. I finally reached the building. My office is located there. (where)
11. He put the money in his pocket. She had given it to him. (that)
12. He was walking along the highway at an early hour. People were hurrying to work then. (when)
13. The people were hiding from us. We found their canoe. (whose)
14. She couldn't get an answer from the officials. She asked them for more information. (whom)
15. Several satellites supply us with valuable information. They are orbiting the earth now. (that)
16. Nothing passed him in the area. He had expected to see many boats there. (where)
17. This is the address. They told me to deliver the package here. (where)
18. They're going to replace those machines. They break down all the time. (that)
19. This is the young woman. You saw her application last week. (whose)
20. They changed all the arrangements. She had made them a few days ago. (that)

E. Combine these sentences, using the time word in parentheses.

EXAMPLE

She was skiing. During that time she had an accident. (while)
While she was skiing, she had an accident.

1. He'll give the money to them. Then he'll return to his office. (after)
2. She'll check the information. Then she'll answer his question. (before)
3. They were afraid to go beyond the sight of land. They were exploring the coast of Africa. (when)
4. He had recognized her voice. Then he saw her. (before)
5. She'll keep on checking the information. She'll find the mistake in the report. (until)
6. They had explored the islands. They began to colonize them. (after)
7. They were looking at her. At the same time, she was answering their questions. (while)
8. I'll balance my checkbook. I'll receive a statement from the bank. (as soon as)
9. He was thrown across the boat. The destroyer struck it. (when)
10. I was walking along the highway. At the same time, people were hurrying by me on their way to work. (while)
11. They had checked all the information. Then they called her in. (after)
12. I had spotted the other car. Then I stepped on the accelerator. (before)
13. I was driving along the coast highway. During that time, a fog blew in from the ocean. (while)
14. He had his medical checkup. He's felt very well since then. (since)
15. Morning came. At that time, he saw that he had floated in a wide circle around the island. (when)
16. He was floating in the water. During that time, he became unconscious. (while)
17. The union will get a new contract for us. Then we'll have more vacation time. (when)
18. She entered a management training program. She's learned a lot since then. (since)
19. He struck out for a distant island. He's been swimming for three hours since then. (since)
20. She'll get back from lunch at two o'clock. You'll have to wait. (until)

General Practice

Reading comprehension. Read this paragraph and then answer the questions.

Through the Storm (Part 2)

We stayed there by the river for a few moments without moving, not knowing what we could do. Then Judy turned the ambulance so that we began to climb up. She had decided to try to cross where the river was not as wide and angry. Every foot was a danger as we drove on. We skidded around the rocks and trees that the storm had thrown down. Up and up we went until we seemed to be in the clouds themselves. Finally Judy turned and drove into the water at a place where it seemed possible to get across. The ambulance shook as the current struck it. I held on with both hands for minutes that seemed like hours until at last we reached the other side. We went on, still going up to the very top of the mountain and then over. Then suddenly everything fell away, the ambulance itself was falling. Judy could no longer control it as we kept on plunging down faster and faster.

(To be continued.)

1. How long did they stay there by the river? Why?
2. How did Judy turn the ambulance?
3. What had she decided?
4. Why was every foot a danger as they drove on?
5. How high up did they go?
6. Where did Judy turn and drive into the water?
7. What happened to the ambulance?
8. How long did Scott hold on?
9. Where did they go then?
10. What suddenly happened?
11. What could Judy no longer do?

Reading and Oral Practice: Secret Operations Group B (Part 1)

Listen and repeat. Then answer the questions.



The radio in the black car instructed Blake and Bobby to drive to a motel on the edge of the city. Next to the motel parking lot, the mechanical voice told them, they would find a telephone booth. When they pulled up beside the booth, the phone was already ringing. "Old Mr. Punctual," Blake said as he jumped out of the car and picked up the receiver. The voice that started to speak had a metallic quality; it was obviously recorded, like the one that had given them their instructions on the radio.

"They're taking extra precautions with this one," Blake said as he got back in the car. "We've got to go to another phone booth. They must have decided this one isn't safe."

1. What were Blake and Bobby instructed to do?
 2. What happened when they reached the telephone booth?
 3. Why did they have to go to another phone booth?
-

Blake directed Bobby out onto the highway that made a great circle around the city. Finally, in a lonely place on the road, he pointed to a phone that was used for emergency calls. The big car slowed down, and Blake jumped out. He picked up the phone without even waiting for it to ring. There was a harsh electrical buzzing in his ear. It was the signal he had been expecting. He reached up to the ventilator at the top of the booth. His fingers found something cold and hard—the tape with their instructions. He pulled it away and quickly put it in his pocket. In the car again, he directed Bobby back into the stream of traffic going into the city.

4. Where did Blake and Bobby go next?
 5. What did Blake hear when he picked up the phone?
 6. What did he find in the phone booth?
-

"Anyone following us?" Blake asked.

"Not that I can see," Bobby replied.

On the city streets, their black car was just one of hundreds. It was difficult to see if they were being followed, but it was also difficult for anyone to follow them in the confusion of the heavy traffic. Nevertheless, Blake told Bobby to turn into the alley in back of the house where they lived. No other car turned in after them, and there was enough light to make sure that no one had followed them.

Bobby sounded the horn, and the garage door opened automatically. They got out of the car and entered an elevator that carried them up to the third floor. The doors opened on a large, comfortable living room. Two people, a man and a woman, were sitting facing the elevator, obviously waiting for them.

7. Why did they return through the heavy traffic in the city?
8. How did they enter their house?

"You've been gone so long!" the woman, whose name was Barbra, exclaimed. She was young, blonde, beautiful.

"Did you get it?" Bruno, the man, asked. He was big and strong, with dark hair and eyes.

"We had to make an extra stop," Blake explained. "Whatever this job is, they're taking real precautions." He took the tape out of his pocket and put it on the tape recorder, but before he started it, he turned to Bruno and asked, "You've checked very carefully for bugs?"

"I've gone over every inch of the room," Bruno assured him.

Blake pushed the "play" button, and another mechanical voice began to speak. "We have top secret instructions. The first is to activate the laser-destroyer on your tape recorder." Blake quickly touched another button which made a red light come on. The voice continued, "The laser-destroyer will now destroy each word after I say it."

9. Who were the two people waiting for Blake and Bobby? What did they look like?
10. Why did Bruno check the room carefully?
11. What was the first instruction on the tape?
12. Why would they have to listen to the tape carefully?

The four people listened tensely so that they would not miss a single word. What they heard was that a container of plutonium had disappeared on its way to an atomic power plant near the city. Everything indicated that it had been stolen by Jason Masters, the most dangerous criminal in the country. It was more than possible that he would use the plutonium to make an atomic bomb.

Bobby whistled in disbelief, but Blake held up his hand for silence so they could hear what little information the tape could give them about Masters. His big house was so well guarded that it was impossible for anyone unknown to him to enter. Nevertheless, it was the assignment of Secret Operations Group B to get into the house and recover the plutonium before Masters could use it for his own evil purposes.

13. What did they hear on the tape?
14. What did everything indicate?
15. What information about Masters did the tape give them?
16. What was their assignment?

The machine clicked off. For a moment they all looked at each other in silence. "It's going to be difficult," Blake said, shaking his head. "And dangerous."

"What about the telephone repairman trick to get a man in there?" Bobby suggested.

"Not a chance," Blake said. "We've done it before. It's the kind of thing they'll be expecting."

"Not a man, Blake. A woman." It was Barbra who had spoken, and they all turned to look at her. "The tape said that Jason's only weakness is women—and blondes especially."

"I can't let you put yourself in the power of a man like Jason Masters," Blake said.

"Don't be foolish," Barbra replied. "It's our only chance of getting into that house. When we signed on with the Group, we knew that all assignments would be dangerous. And I've faced worse than Jason Masters."

Blake shook his head. "I don't like the idea."

"Do you have another idea?" she asked.

"Well, not yet," Blake had to admit, "but I haven't had time to think."

"Well, here's my idea," she said, and went on to outline her plan for meeting Jason Masters and getting inside his house.

17. How did Bobby suggest they could get a man into Jason's house?
18. Why did Barbra think they could get a woman, not a man, into the house?
19. What didn't Blake like about the idea?
20. Why did he finally agree to listen to her plan?

The irregular verb *to steal* is introduced in his reading.

steal–stole–stolen

Structure and Pattern Practice

Adverbial clauses with *because* answer questions with *why*. They are usually called clauses of reason or cause.

Why did they install computers in the store?

They installed them because they wanted to keep an inventory of the merchandise.

Since, as, and for also introduce clauses of reason or cause. *For* is quite formal and is usually found only in written English.

They wanted to install a computer since they had a lot of accounting work.

As he was the commander, he had to make a lot of decisions.

Columbus had a difficult time finding sailors for his first voyage, for people were very afraid of the ocean at that time.

- A. Combine each pair of sentences so that the question with *why* becomes the main clause and the answer becomes a clause beginning with the word in parentheses.

EXAMPLE

Why have they cut back on space programs? They have proved to be very expensive. (because)

They have cut back on space programs because they have proved to be very expensive.

1. Why did Columbus cross the Atlantic? He was looking for a sea route to India and the Indies. (because)
2. Why did he take a gun with him? He thought the job was dangerous. (since)
3. Why didn't they ask her to attend the meeting? She was working on another project. (as)
4. Why weren't all the men killed? The front of the ship stayed afloat. (because)
5. Why did they close the factory? It was releasing too much pollution into the air. (because)

6. Why do they depend on their computers? They need a great deal of information. (as)
7. Why are they afraid of being followed? Their assignment is very dangerous. (for)
8. Why did she think she could get into Jason's house? He had a weakness for women. (since)

Adverbial clauses beginning with *so* or *and so* are usually called clauses of result.

They needed more information, so they installed a computer.
They needed more information, and so they installed a computer.

Result clauses are closely related to clauses of reason or cause.

They needed more information, so they installed a computer.
They installed a computer because they needed more information.

Note that the main clauses are reversed in the two sentences.

B. Change the sentences with clauses of reason with *because* to sentences with clauses of result with *so*.

EXAMPLE

I had a medical checkup because I wasn't feeling well.
I wasn't feeling well, so I had a medical checkup.

1. She studied law because she was interested in going into politics.
2. They're doing a lot of advertising because they're trying to develop tourism.
3. They raised the fares because they were losing money.
4. They're going to give him a promotion because he brings in a lot of business.
5. She left the company because she didn't agree with its policies.

So . . . that is used to introduce clauses that tell the result of a condition described by an adjective or adverb.

The building was so old that they tore it down.
She spoke so fast that I couldn't understand her.

So . . . that is also used with quantity words such as *much, many, few, and little*.

The computer provides us with so much information that we can't use all of it.

Such . . . that is used to introduce clauses that tell the results of a condition described by a noun, even when the noun is modified by an adjective.

There was such a storm that the ship had to turn back.
There was such a bad storm that the ship had to turn back.

C. Combine each pair of sentences, using *so . . . that*.

EXAMPLE

There was a lot of noise. I couldn't hear what she was saying.
There was so much noise that I couldn't hear what she was saying.

- Ella hace tantas llamadas que yo siempre tengo una señal ocupada*
1. He makes a lot of phone calls. I always get a busy signal.
 2. He was driving fast. I was sure he was going to have an accident.
 3. He was weak from being in the water for hours. He could hardly move.
 4. There were few life belts. All the members of the crew couldn't find one to put on.
 5. There was a great deal of fog. She could hardly see the road ahead of her.

D. Combine each pair of sentences, using *such . . . that*.

EXAMPLE

It was a difficult assignment. They didn't know what to do.
It was such a difficult assignment that they didn't know what to do.

1. It was a dangerous voyage. No one wanted to sign on as a sailor.
2. It was a rocky island. Nothing grew on it.
3. It was a bad situation. Nobody could decide what to do.
4. It was a cold, dark night. Nobody was out on the streets.
5. I was driving a fast car. I covered the distance in a few minutes.

Adverbial clauses beginning with *so that* show purpose.

They had to put in new air conditioning so that they could keep the computer cool enough.

Note that the verb in the clause includes the auxiliary *could*. *Would* or *might* are also used after past tense verbs in the main clause; and *can*, *will*, and *may*, after present tense verbs.

She's going to night school so that she can learn computer programming.

E. Combine each pair of sentences so that the second becomes a clause of purpose beginning with *so that*.

EXAMPLE

She went to the university. She wanted to study engineering.
She went to the university so that she could study engineering.

1. She opened a savings account. She wanted to save some money for a vacation.
2. He took a government job. He wanted to have security.
3. They swam out into the strait. They wanted to find a U.S. patrol boat.
4. They listened to the tape in silence. They wanted to hear every word.
5. They're going to close the factory. They want to cut down on pollution.

Adverbial clauses that contrast ideas such as a negative and an affirmative are most frequently introduced by *although*, *even though*, or *though*.

Even though they've installed a computer, they still make mistakes with the bills.

These clauses are closely related to sentences with *but*, which also joins contrasting ideas.

I couldn't find the tape even though I'd heard the instructions.
I'd heard the instructions, but I couldn't find the tape.

- F. Change these sentences so that they contain a clause beginning with the word in parentheses instead of a clause with *but*.

EXAMPLE

She wasn't feeling well, but she wouldn't go to the clinic. (though)
She wouldn't go to the clinic though she wasn't feeling well.

1. The assignment was dangerous, but she wasn't afraid. (although)
2. He was very tired from all his hours in the water, but he kept on swimming to the island where his men were waiting. (even though)
3. He didn't recognize her immediately, but he knew her face was familiar. (though)
4. The land was very rich, but the colony failed because of danger from the natives. (although)
5. I turned off the lights, but I forgot to lock the door. (though)
6. The fog was very thick, but I knew the road so well that I spotted the turnoff without any difficulty. (even though)
7. The boat was cut in half, but several of the men were able to swim to safety. (although)
8. They've installed a big new computer, but they still have just as many employees as before. (even though)

Pronunciation and Intonation Practice

A. Repeat several times.

no consonant	<i>h</i> as in <i>hair</i>	<i>wh</i> as in <i>where</i>
air	hair	where
eat	heat	wheat
I	hi	why
eel	heel	wheel
ale	hail	whale
itch	hitch	which

B. Repeat these sentences.

1. How much wheat does he eat?
2. I wonder why the air is so hot.
3. We'll eat when the heat of the day has passed.
4. Why does he ail so when the heat increases?
5. Why can't we go where the air isn't quite so hot?

C. Listen and repeat.

Sometimes a possessive adjective before the subject receives the high intonation level. This emphasizes that only the person indicated and no other is being referred to.

EXAMPLE

Her promotion has come through.

1. My orders are ready.
2. His car is in the garage.
3. Our votes weren't counted.
4. Your report has been filed.
5. Their estimate was correct.

General Practice

Conversation.

Do you think that groups like Secret Operations Group B exist in real life or only on television? If they really do exist, what kinds of assignments might they have?

Are there any atomic power plants in your country (or region)? How safe do you think they are?

Do you think it's possible for anyone to steal the material to make an atomic bomb? What would be the danger if someone did?

Do you think women should be allowed to do dangerous jobs? Give your reasons.

Do you think it's good to be punctual? Give your reasons.

What is a laser? What are some of the things for which it is now used? What are other things for which it may be used in the future?

What does a ventilator do?

Reading and Oral Practice: Secret Operations Group B (Part 2)

Listen and repeat. Then answer the questions.



Barbra waited, as she had been waiting for three nights, at the bar of the country club, the only place that Jason Masters visited regularly, according to the Group's information. By now, however, Barbra was beginning to have doubts about their plan—her plan, she corrected herself. If he doesn't show up tonight, she was thinking, I'll have to go back to the Group so we can figure out another way to get into Jason's house.

Then, as she turned to look at the clock, she saw him. Yes, Jason Masters himself! The enemy, the criminal who organized his ventures as efficiently as a businessman! He was standing there, tall and dark and handsome, more like a movie star than a criminal, while he looked around the room with cold, hard eyes. The three men with him were his bodyguards—dangerous, but not as dangerous as Jason himself.

He had looked at her, she realized. She tried to turn her head away, but there was something magnetic in his eyes. As he began to walk toward her, she nervously tapped her finger on the bar. She was wearing a ring with a very large stone on that finger.

1. Where was Barbra waiting for Jason? Why?
2. Why was she beginning to have doubts? What was she going to do?
3. Then who did she see? What did he look like?
4. What did she do when he started to walk toward her? What did she have on her finger?

At the headquarters of the Group, Blake, Bobby, and Bruno sat in front of a radio. The only sound that it had been making was a steady buzz. Blake shook his head. "This isn't going to work," he said wearily. "Three nights and he hasn't shown up. We can't waste any more time."

Bruno held his hand up. "Listen!" he exclaimed excitedly. "Listen!" They heard several sharp sounds. "That's the signal! She's made contact with him!"

"What about the voice?" Bobby asked. "Has she turned on her transmitter?"

"No, she won't do that," Bruno said, "not until she has some information to give us."

"Or she's in danger," Blake added.

5. What were the other members of the Group doing?
6. What signal did the men get?
7. When did they think she'd turn on her voice transmitter?

Barbra was inside. She was sitting on a couch in Jason's living room while he was mixing a drink for her. The bodyguards had disappeared, though she was certain they were not far away.

The bodyguards were only a small part of the protection that surrounded Jason. His house was really a fortress. A high wall ran around the grounds. And it was not just an ordinary wall—it was electrified so that anyone who tried to climb over it would be killed instantly. And the grounds were patrolled by savage dogs; she had seen their eyes glowing in the dark as they drove up. The front door was made of steel, she had observed, and beside it there was an electronic eye that examined anyone who had managed to come that far.

Jason smiled as he handed her a drink and sat down on the couch beside her. She returned his smile, but she was thinking desperately that there had to be a weak point, some way to get the other members of the Group into the house. As she waited for him to speak, she twisted the ring on her finger.

8. Where was Barbra?
9. What protection did Jason have for his house?
10. What did Barbra do when Jason sat down beside her?

The men of the Group, in front of the radio, became abruptly tense when the steady buzz stopped. For a moment there was complete silence; then they heard voices.

"You're very brave to come here," a man's voice was saying.

"That's Jason!" Blake exclaimed in a low voice, as though he could be overheard.

"Brave?" It was Barbra's voice. "Why brave? Should I be frightened because I'm alone with an attractive man?"

"We must bring the comedy to an end," Jason replied. "I know that you are Barbra Badgerly and that you are a member of Secret Operations Group B."

Blake groaned. "I should never have let her go in there!"

Barbra laughed. "Secret Operations Group B? Barbra Badgerly? I don't know what you're talking about. I told you that my name is Arlene Atherton."

"Do you really think you can trick Jason Masters?" the criminal asked. "Come, I must show you my collection of pictures."

11. Why did the men of the Group suddenly become tense? What did they hear?
12. What did Jason say that he knew?

There was another silence for a few moments before the men heard Barbra gasp sharply.

"You see?" Jason's voice came again. "There you are, not a very good photo, but at least it permits me to identify you. And there is Mr. Blake, your fearless leader. And this one is Bruno, of course. He seems like such a good man! So strong! I would like to have him work for me. Perhaps if he is foolish enough to try to rescue you, I can persuade him. And here is young Bobby. Yes, I have a picture of

Bobby too, even though he has not been with your Group such a long time. Then there are all the others—all these men and women who might try to stop Jason Masters. I know them all. None of them can stop me. And none of them can help you, beautiful Barbra."

13. What made Barbra gasp?

14. Whose pictures did Jason have? Why did he have them?

"What—what are you going to do with me?" Barbra asked. A note of fear had entered her voice, the listening men heard.

"I think we will lock you up, my dear Barbra. We will keep you safe here where you cannot get in touch with any of your friends until we have finished with the plutonium. That is why you are here, is it not? For the plutonium? Of course, there is no chance that you can recover it."

"The plutonium," Barbra answered. "Yes. Yes, you almost made me forget about the plutonium." Her voice sounded desperate, but the men who were listening could not tell whether her fear was real or whether she was pretending. "Why? Why did you take it? What are you going to use it for?"

"Of course you would like to know! And why not? You are in my power, there is nothing you can do to stop me." He laughed, and the sound of his laughter was evil. "I am going to control all the oil in the world. I will make them give me control of all that oil, all that power! Gold is nothing, it is oil that is everything. And I will have it, I will have it all! I will have all the power that it gives me. I, Jason Masters! Yes, I will be the master of the whole world!"

15. What did Jason say he was going to do with Barbra?

16. What couldn't the men who were listening tell from Barbra's voice.

17. Why did Jason agree to tell her what he was planning to do with the plutonium?

18. What did he say he was going to use the plutonium to do?

The irregular verb *to overhear* is introduced in this reading.

overhear—overheard—overheard

Structure and Pattern Practice

Conditional sentences are those that contain a clause beginning with *if*. There are three basic forms of conditional sentences, present (or future) possible, present unreal (or contrary-to-fact), and past unreal (or contrary-to-fact).

In present or future-possible conditions, the present tense is used in the *if* clause and a future form is used in the main clause.

If the ice at the Poles melts, the water level of the oceans will rise.

A. Change to future-possible conditions.

EXAMPLE

If they advertised, their business would improve.

If they advertise, their business will improve.

1. If the machine had broken down, we would have called in a technician.
2. If they installed a computer, they could get rid of some of their employees.
3. If I had checked all these figures myself, it would have taken me several hours.
4. If we had more information, we could work out a better sales program.
5. If the computer had made a mistake, she would have been able to find it.
6. If he wore a life belt, he could stay in the water several hours.
7. If he had turned on his headlights, he would have seen the turnoff.
8. If they didn't have technical training, they couldn't take advantage of the jobs that are available.
9. If they didn't maintain the machines, the work would never be done.
10. If she had stepped on the accelerator, she might have had an accident.
11. If they gave up, they might never return to their base.
12. If she lost her ring, they wouldn't be able to listen to her.

In present unreal or contrary-to-fact conditions, the past tense is used in the *if* clause and *would*, *could*, or *might* plus the simple form of the main verb in the main clause.

If she pushed the wrong button, the system would break down.
If they saw the signal, they could rescue the men.

These conditions are used for situations that are unreal or contrary-to-fact in the present. Thus, she does not push the wrong button, but if she does, the system won't work. And they don't see the signal, but if they do, they can rescue the men.

When *to be* is used in the *if* clause in this type of condition, *were* is used for all persons, singular and plural.

If there were a mistake in the program, the computer would correct it.
If the repairman were here, he could fix the machine.
If I were a good swimmer, I could stay in the water several hours.

B. Change to present-unreal conditions.

EXAMPLE

If they advertise, their business will improve.

If they advertised, their business would improve.

1. If there had been a computer in the office, we could have saved a lot of time and effort.
2. If she had tapped her finger, they would have heard the signal.
3. If there is an emergency, you can use this phone beside the highway.
4. If they had overheard her, they would have known what he was planning to do with the plutonium.
5. If they ship the packages by air, they will reach you the next day.
6. If we overcome all the difficulties, we'll be able to establish colonies in space.
7. If they'd finished their work, they could have gone home.
8. If she had had more experience, they would have given her a promotion.

9. If it's a complicated operation, we'll have to call in a technician.
10. If he hadn't described his car, they might not have recognized it.
11. If she looks in her purse, she'll find some cigarettes.
12. If the water had been rough, they couldn't have swum to the other island.

In past unreal or contrary-to-fact conditions, the past perfect is used in the *if* clause and *would have*, *could have*, or *might have* plus the past participle of the main verb in the main clause.

If they had installed computers, they would have had more information.

These conditions are used for unreal or contrary-to-fact situations in the past. Thus, they didn't install computers, but if they had, they would have had more information.

C. Change to past-unreal conditions.

EXAMPLE

If they advertise, their business will improve.

If they had advertised, their business would have improved.

1. If she visits us, we'll have a good time.
2. If you study electronics, you may get a job with a computer company.
3. If they argued, he'd have to tell them exactly what to do.
4. If they find coconut trees, they'll have enough to eat and drink.
5. If he ordered me to accompany him, I would do it.
6. If the tiny boat turned over, they would be lost.
7. If the transmitter were out of order, they couldn't hear her voice.
8. If he didn't have the photos, he couldn't identify his enemies.
9. If you give me their letter, I will answer it for you.
10. If they try to climb the wall, they will be killed.
11. If they wasted time, they couldn't recover the plutonium.
12. If you trick me, I will be very angry.

Unless is sometimes used in place of *if not* in the sense of *except that* or *in any other case*.

She wouldn't have gotten the job unless she'd had a lot of experience. (She wouldn't have gotten the job in any other case.)

He couldn't have saved his men unless he'd been a good swimmer. (He couldn't have saved his men in any other case.)

D. Change these sentences so that they use *unless* instead of *if*.

EXAMPLE

If you don't see a doctor, you won't know what's wrong with you.

Unless you see a doctor, you won't know what's wrong with you.

1. If he doesn't slow down, he won't see the turnoff.
2. If you didn't have vocational training, you wouldn't have a very good chance for that job.
3. If I didn't follow all the advertisements in the paper, I wouldn't have found all these bargains.
4. If they don't accept credit cards, I won't be able to buy anything.
5. If you don't open a savings account, you won't have enough money for your vacation.
6. If she hadn't studied a lot of math, she couldn't have become an engineer.
7. If he didn't have a bachelor's degree, they wouldn't consider him for a middle management position.
8. If the doctor hadn't given her a prescription, she couldn't have gotten those pills.
9. If she doesn't get here soon, I won't be able to wait for her.
10. If I don't save some money, I won't be able to take a vacation.

Pronunciation and Intonation Practice

A. Repeat several times.

h as in *hair*

hair
hen
hail
hitch
hurled
hey
her
hit
hither

wh as in *where*

where
when
whale
which
whirled
whey
whir
whit
whither

w as in *wear*

wear
wen
wail
witch
world
way
were
wit
wither

B. Repeat these sentences.

1. He was here when I wore his hat.
2. It won't matter a whit whether he wears his hat or not.
3. He heard the whir of their wings when he went that way.
4. He'll take care of the wheel while we wait for him here.
5. The world seemed to whirl around when he hit the water.

C. Listen and repeat.

The sometimes receives a high intonation level to emphasize that the noun that follows is the particular one which is intended. It is always pronounced with *e* as in *he* in this usage.

This is the only usage in which *the* comes before the name of a person; it then has the meaning of *the famous* or *the well known*.

EXAMPLE

I found the information that I needed.

1. That's the machine we need for the office.
2. This is the button you should push.
3. That's the job that I've always been looking for.
4. She has exactly the background we want.
5. She's the Jodie Foster, the famous movie star.

General Practice

Conversation.

A country club is a place where people go to play golf and sometimes to swim and play tennis as well. Many of them also have restaurants. Are there any such clubs in your region? What do you have to do to become a member?

There is an electronic eye at Jason's door. What are some of the common purposes for which electronics are used?

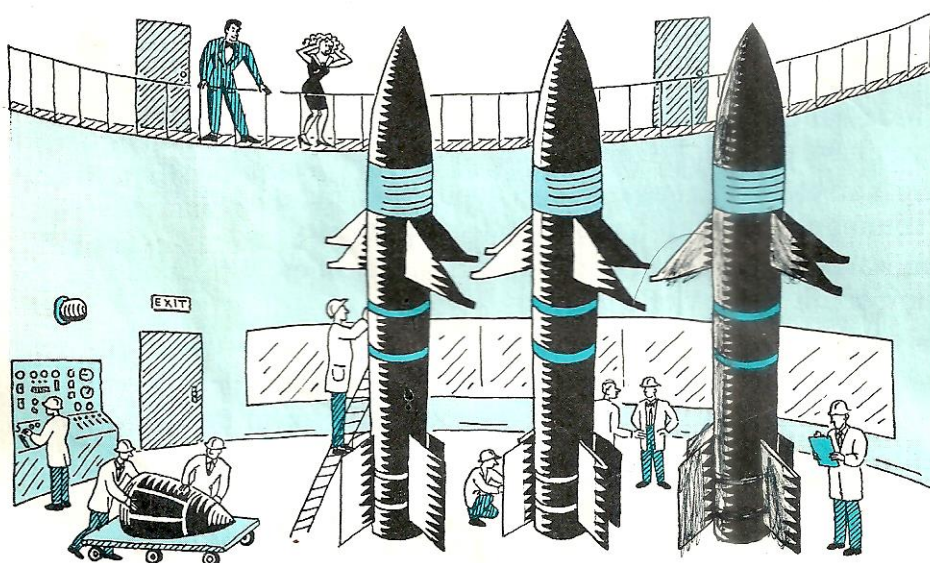
Jason wants to get control of the world's supply of oil. Why is oil so important in the world today?

How does a *receiver* differ from a *transmitter*?

What does a *magnet* do? What kind of person is "magnetic"? Do you know anyone that you think is magnetic? Tell about that person.

Reading and Oral Practice: Secret Operations Group B (Part 3)

Listen and repeat. Then answer the questions.



"But you must see the plutonium at least," Jason said, "since you have put yourself into such danger."

He snapped his fingers, and two of his bodyguards appeared instantly. Jason turned to them and said, "We are going to show the beautiful young lady around. We will let her see everything, and then . . . Well, then we will make sure that she does not tell anyone what she has seen."

He offered his arm to Barbra, who slowly got to her feet. "What are you going to do with me?" she asked. She was pretending to be more afraid than she really was. After all, as long as she had her ring, the men of Operations Group B could hear every word that was spoken.

Jason led her toward the door, while the two bodyguards followed close behind. "You will sleep," he said, "you will fall asleep very gently, but you will never awaken from your sleep. Unless of course you try to escape or call for help. In that case, everything will be over very quickly for you."

1. What did Jason say that Barbra must see? Why?
2. Why was she less afraid than she was pretending to be?
3. What was Jason planning to do with her?

She was very aware of the bodyguards behind her as Jason took her out through another steel door into a long corridor. She knew the men could draw their guns in the wink of an eye.

"This is the part of the house where my staff and I live," Jason was explaining. "But this is not what interests you. You wish to see the plutonium of course."

"Your house is a fortress," Barbra said, warning the other members of the Group. "An army would have trouble getting in."

Jason laughed, but his laugh was not pleasant. "I have taken care to protect myself, certainly, but I have also taken care to make myself comfortable. It is too bad really that you are in such a hurry to see the plutonium, which is really not very interesting. With such a charming woman it would be far more pleasant to examine my paintings and my antiques."

4. Why was Barbra very aware of the bodyguards?
5. What did Barbra warn the other members of the Group?
6. What had Jason taken care to do for himself?

At the end of the corridor, a pair of doors opened to let them enter an elevator. The two men, like evil shadows, pressed in with them before the elevator started to descend. At the bottom, the doors opened, and they stepped out into another corridor.

But how different this one was from the one above! It looked to Barbra like a laboratory in a research center. Through a glass wall on one side, she could see a row of giant computers. On the other side, there was a huge communications

center in which lights of different colors were flashing on and off. In both rooms there were several people, all wearing white jackets as though they were working in a hospital or a laboratory. She paused to look, and Jason did not urge her to go on. "You see what I have done," he said. "Here underground, under my little lake, in fact, I have built the most modern laboratory in the world. And nobody knows about it except the people who work here. And they will stay here day and night until I have carried out my plans. They will not be able to tell anyone on the outside what is going on here. They will never tell anyone."

7. Where did Jason and Barbra go? Who went with them?
8. What did Barbra see when they got out of the elevator?
9. What did Jason tell her about his laboratory and the people who worked in it?

"Do you trust nobody?" Barbra asked, horrified to think he would kill all these people. But it would never be! she tried to assure herself—Blake was listening, he would stop this evil man.

"Only myself," Jason answered. "Only myself. But come! We have very little time. By dawn my plan will be in operation. By sunrise I will be the most powerful man in the world!"

"So soon!" Barbra gasped, and for the first time she felt real fear.

"It must be soon. Getting the plutonium—that was the weakness in my plan. It became known, it had to be known because it was necessary to steal it. And I was suspected. Who else would be daring enough to steal a shipment of plutonium? Only I, only Jason Masters! But that was the final step. Everything else was ready, as you will see."

10. How did Barbra try to assure herself that Jason could never kill all the people in the laboratory?
11. When was Jason going to carry out his plan?
12. What had been the weakness in his plan? Why?

He hurried her forward through a door at the end of the corridor. When the door closed behind them, she saw that they were standing on a balcony that surrounded a huge circular room.

"Go," Jason commanded her, "step to the edge of the balcony. Then you will see what you have come to find."

Barbra stepped forward as he had ordered her. From the edge she could look down at a scene of frantic activity on the floor below. There, in the great space, she saw instantly why he had stolen the plutonium.

"Missiles!" she exclaimed in horror.

"Yes, missiles," Jason said. "At dawn I will make my demand for control of all the oil in the world. If they do not meet my demand, the missiles will be fired one by one, at five-minute intervals, until they give me what I want—or until the world's oil supply has been destroyed!"

"You'll never succeed! They'll never let you get away with this!" Barbra exclaimed.

13. Where did Jason take Barbra next?
14. What did Barbra see when she stepped to the edge of the balcony?
15. What was Jason planning to do with the missiles.

"And will you be able to stop me?" He pointed to a huge block of concrete in the center of the room. "There is your plutonium." He glanced at his watch. "In an hour they will begin to arm the missiles. They will be finished at exactly five o'clock. Then I will make my demand. The missiles are already on target. Nothing will be able to stop me! And now you have seen enough. It is time for you to sleep—for your long sleep."

He took her arm roughly and pulled her away from the edge of the balcony. Grasping her arm, he took her back the way they had come, through the long corridor, up the elevator, into the silence of the house. He opened a door and pushed her into a room.

"You do not need to worry about staying awake tonight," he said. "You will sleep. You will sleep very well indeed!"

Then the door closed behind her. She was alone in the darkness. My ring! she thought. At least they didn't take my ring away from me! I can still talk to the others!

But even before the thought was complete, she sensed a heavy fragrance in the air. Almost before she began to sink to the floor, she was overpowered by sleep. "The ventilators," she managed to murmur, "there are ventilators . . ." But she was asleep before she could say anything more.

16. What would happen in an hour?
17. What would happen at five o'clock?
18. Where did Jason take Barbra?
19. Why was she still able to talk to the other members of the Group?
20. What did she sense almost immediately?
21. What did she manage to say before she fell asleep?

Structure and Pattern Practice

Noun clauses are used as the objects of verbs such as *think, know, believe, hope*, and so on.

She thinks that they can still hear her.

When the first verb is in the past tense, the second verb is usually in a past form too.

She thought that they could still hear her.

A. Change to the past.

EXAMPLE

We know that we have to return at once.

We knew that we had to return at once.

1. He thinks that the natives will take the message to the base.
2. He says that he's opposed to the lieutenant's idea.
3. He believes that he can find the turnoff without difficulty.
4. I know that I have to slow down on the wet pavement.
5. We understand that the fog is coming in from the ocean.
6. She tells me that she has been very successful.
7. She hopes that she can stop somewhere along the highway.
8. She thinks that he was responsible for her troubles.
9. I think that she found my name in the classified telephone directory.
10. He believes that a patrol boat may spot them.
11. I hope that I'll have enough money for my vacation.
12. He thinks that he can finish school in a year.
13. I believe that I can answer all the questions.
14. I hope that we'll arrive before rush hour.
15. She thinks that she'll win the election.
16. They believe that they've taken all the necessary precautions.

Indirect statements are a form of object clause and follow the same patterns.

"The missiles will be armed by dawn," he told her.
He told her that the missiles would be armed by dawn.

B. Change to indirect statements.

EXAMPLE

"It's time to go," she said.

She said that it was time to go.

1. "You will sleep for a long time," he told her.
2. "She can't find any mistakes in the report," I said.
3. "We have to rescue her," the members of the Group said.
4. "She wants to see the plutonium," he said.
5. "She'll blame you for everything," I told him.
6. "I found a canoe on the island," he said.
7. "We can take advantage of all this information," the scientist said.
8. "I've checked all the available information," she said.
9. "You have to keep your life belts on at all times," he told them.
10. "They've begun to arm the missiles," he said.
11. "I'll follow you in my car," she said to him.
12. "He is a very dangerous criminal," they told us.
13. "You haven't answered the question," she told me.
14. "There's an emergency door in back," he said.
15. "The missiles can do a great deal of damage," he told us.
16. "We'll have to prepare carefully for our voyage," they said.

Indirect questions beginning with question words are another kind of object clause. When stated indirectly, questions use statement word order.

"Where does this road go?" she asked.
She asked where this road went.

C. Change these question-word questions to indirect questions.

EXAMPLE

"What time can we go home?" the children asked.
The children asked what time they could go home.

1. "What advantage will I get out of the training?" she asked.
2. "When are they going to arrive at the meeting place?" I asked.
3. "What does the car look like?" she asked.
4. "Why did you decide to sell your business?" I asked him.
5. "How long will it take us to get there?" she asked.
6. "What have they been arguing about?" I asked him.
7. "Where can we find someone to take this message for us?" I asked.
8. "What did you find to eat and drink?" they asked him.
9. "Why haven't they given her a promotion?" I asked.
10. "What did you suggest to them?" I asked her.
11. "How much time did you spend in the water?" I asked him.
12. "Why are they trying to blackmail you?" he asked her.
13. "Where is the emergency door?" she asked me.
14. "How much damage can the missiles do?" I asked.
15. "When are they going to install the computer?" she asked me.
16. "How long will it be before we land?" she asked.

Indirect yes-no questions begin with *whether* or *if*. They are another kind of object clause. Indirect yes-no questions also use statement word order.

"Do you like to go swimming?" I asked them.
I asked them *whether* they liked to go swimming.
I asked them *if* they liked to go swimming.

D. Change these yes-no questions to indirect questions with *whether*.

EXAMPLE

"Can you see a ship?" I asked him.
I asked him whether he could see a ship.

1. "Is she the manager's assistant?" I asked.
2. "Have you corrected all the mistakes?" he asked her.
3. "Will the car be waiting on the highway?" I asked her.
4. "Are they going to hire more employees?" I asked.
5. "Did you check all the figures?" she asked me.
6. "Has she been training the new employees?" I asked.
7. "Will they cut back on the space programs?" she asked.
8. "Was she very nervous?" I asked him.
9. "Do you always collect your fee before you do the job?" she asked him.
10. "Will we have to slow down because of the fog?" she asked.
11. "Can anyone hear us?" she asked.
12. "Are you going to the beach this summer?" I asked them.
13. "Have you seen any ships?" he asked me.
14. "Have you taken all the necessary precautions?" she asked me.
15. "Did they find a lot of gold?" he asked.
16. "Will they permit us to land here?" she asked.

Clauses similar to object clauses also come after a number of adjectives that follow *to be*. They include such adjectives as *sure*, *happy*, *afraid*, *glad*, *sorry*, and so on.

She's sure that her friends are listening to her.

I was glad that I'd had a chance to talk to that scientist.

E. Combine these sentences so that the first becomes an object clause following the adjective in the second.

EXAMPLE

The machine will work now. The technician is sure of it.
The technician is sure that the machine will work now.

1. He's slowed down. She's glad about it.
2. She blamed me for all her troubles. I was sorry for it.
3. The fog was becoming thicker and thicker. He was unhappy about it.
4. There are other planets with life on them. Many scientists are sure of it.
5. She might have a gun in her purse. He was afraid of that.
6. He was going to kill all the people who worked for him. She was horrified by that.
7. I've seen her before. I'm certain of it.
8. They hadn't taken her ring away. She was happy about that.
9. She had managed to get into the enemy's house. They were pleased about that.
10. The lieutenant had ordered him to stay in the water. He was angry about that.
11. We'll see ships near the island. I'm sure of it.
12. They were going to find gold in the islands. He was certain of it.

Pronunciation and Intonation Practice

A. Repeat several times.

consonant cluster with /

glass

class

glow

bled

blue

flee

play

consonant cluster with r

grass

crass

grow

bread

brew

free

pray

B. Repeat these sentences.

1. She's skilled at the craft of blowing glass.
2. Why is there such a big crowd around that clock over there?
3. They plan to use the grain to make black bread.
4. It's pleasant to sit out here on the clean green grass.
5. He broke his glasses while playing in the grass.

C. Listen and repeat.

Some is sometimes used colloquially to indicate something unusual or wonderful. In this case it is usually lengthened and both *some* and the following noun receive high intonation.

EXAMPLE

That's some house they have!

1. I've just seen some pictures!
2. They've installed some computer!
3. That was some mistake!
4. I've had some day!
5. They're some cars!

General Practice

Conversation.

Jason wants to become the most powerful man in the world. What would you do if you became that powerful?

Do you think it's a good idea for one person to have so much power? Give your reasons.

Do you think a plan like Jason's could never succeed? Give your reasons.

What are missiles used for?

Have you ever been horrified at anything? What was it?

Have you ever done anything daring? What was it?

What is your favorite fragrance?

Reading and Oral Practice: Secret Operations Group B (Part 4)

Listen and repeat. Then answer the questions.



Barbra's words faded away on the receiver. The three men waited to hear something more, but there was only silence.

"We'll have to use the helicopter," Bruno said, jumping up.

"Yes, you're right," Blake agreed. "But there's a problem. We have to think about it for a moment."

"Think about it!" Bruno exclaimed. "When Barbra's life is in danger? Every minute counts!"

"They'll hear our approach in the helicopter," Blake explained. "And we're going to need some time—a few minutes at least—to find the ventilator that Barbra was talking about."

"Right! Right!" Bruno said, though it was obvious that he still wanted them to hurry. "Listen, I'll make a diversion at the front gate."

"What are you going to do?" Blake asked.

"I'll take a car—the old truck should be just right for the job—and run it into the gate. That ought to bring every guard and dog in the place running to the danger point."

"Good," Blake replied, "but let's improve on that a little. Let's put an explosive in the truck, with a timing device, so that it will go off exactly five minutes after the truck hits the gate. Can you do that without putting yourself in danger?"

"Don't worry about me," Bruno assured him. "I'll get out of the truck in plenty of time. I'll be right there, ready to go in after Barbra."

1. When they could no longer hear Barbra's voice, what did the three men agree they would have to use?
2. What problems would they have?
3. What diversion was Bruno going to make for them?
4. How did Blake improve on the plan?

"What about the helicopter?" Bobby asked. "Are we going to land and then try to get inside through the ventilator?"

"We don't have time for that," Blake told him. "This is really a desperate case. We're going to use the nerve gas."

"Oh, no!"

"We have to use it," Blake said. "As soon as we find that ventilator, we're going to shoot nerve gas right down it."

"And then?"

"Everybody who breathes it will be unconscious in less than a minute. And they'll stay unconscious for at least an hour. We won't have any trouble getting in then and finding the plutonium."

"And Barbra!" Bruno added.

5. What did Blake say they would have to use?
6. What would happen to the people who breathed the nerve gas?

For the next fifteen minutes they worked frantically to prepare themselves for the attack on Jason Masters's fortress. Bruno went to the garage to fix the explosive and the timing device. It had to be powerful enough to destroy the steel gate and a section of the wall around the house.

Blake and Bobby worked together in the laboratory to load a pair of flame throwers with the nerve gas. They had to work with masks on so that they would be in no danger of breathing the deadly gas themselves. When the delicate job was finished, they carried the flame throwers up to the roof where they placed them carefully in the helicopter. Then they returned to the living room to check their timetable with Bruno.

Bruno, anxiety written on his face, was waiting for them. "Are you ready to go?" he asked.

"We have to check our watches," Blake replied.

They made sure that their watches were set exactly on the same second. Then Blake went through the timing of the attack. As soon as he stopped speaking, Bruno started for the door.

"Wait!" Blake called sharply, and Bruno turned back. "Do you have your gas mask?"

Bruno shook his head. "I almost forgot it," he admitted.

"You'd never get in there without it. You must put it on as soon as the truck explodes. Then we'll shoot the nerve gas into the ventilator."

7. What did Bruno do for the next few minutes?
8. What did Blake and Bobby do at the same time?
9. What did the men make sure of?
10. What had Bruno almost forgotten? When would he need it?

When Blake and Bobby were in the helicopter, they waited until they saw the lights of the truck heading for Jason's house. Then they flew off in the same direction, but Blake did not let Bobby pass over the house until they heard the sound of the crash at the front gate. Then he nodded and said tensely, "Now we have just five minutes to find that ventilator."

Bobby brought the helicopter in very low over the grounds in back of the house. From the front they could see lights as the guards ran to investigate the crash. But in back everything was dark and silent. They could just make out the shapes of trees. One minute had already gone by.

"You'll have to turn on the searchlight," Blake said.

Suddenly the scene below them was flooded with light from the helicopter's powerful beam. Bobby had to make a wide circle to pass over the house again. Two minutes had gone by.

11. When did Blake let Bobby fly over Jason's house? How much time did they have then?
12. What could they see from the front of the house? What could they see in the back?
13. What did they turn on?

This time they saw the lake that they had heard Jason mention.

"That must cover the roof of his missile silo," Blake said.

As he spoke, a blast of air shook the helicopter. "They're firing at us!" Bobby shouted, and took the helicopter higher up.

"You'll have to take it down again!" Blake shouted back at him. "We don't have a second to lose! All around the lake!"

Blake looked at his watch. Three minutes had passed. Bobby made a circle around the lake, while Blake looked in the beam of the searchlight for the ventilator. He could see no sign of it. The helicopter shook as another blast from a gun exploded near them.

"Over the trees again!" Blake shouted, and Bobby brought the helicopter so low that they were brushing the tops of the trees.

Four minutes had gone by before Bobby started pointing wildly at something below. After a moment Blake saw that he was gesturing toward a summerhouse that was surrounded by large trees. "Yes!" Blake exclaimed. "That must be the ventilator. You'll have to come down right next to it."

14. What did they see this time?
15. What were the guards trying to do to the helicopter?
16. How low did Bobby bring the helicopter?
17. What happened after four minutes had gone by?

Bobby brought the helicopter carefully down through the thick trees until he had landed it on a tiny open space next to the summerhouse. Blake, one of the flame throwers in his arms, jumped out of the helicopter. Just then an explosion from the front of the house told him that they had used up their five minutes. He ran into the summerhouse.

It was the ventilator! Blake ripped the cover off and shot the nerve gas into it while Bobby sprayed more in the grass and through the trees to put the guards out of action.

"Around to the front?" Bobby asked.

"No time!" Blake said. "We'll have to go in through the ventilator."

They lowered themselves into the metal shaft. Clinging to the sides, they went on down the dark shaft until they finally saw light ahead of them. A covering protected the outlet, but they kicked it open and let themselves down to the floor. They were in the missile silo that Jason had shown to Barbra. Only now it was no longer a scene of frantic activity; everybody had fallen unconscious on the floor; no one moved.

18. Where did Bobby land the helicopter?
19. How did Blake know that five minutes had gone by?
20. What did Blake and Bobby do then?
21. How did they get into the missile silo?
22. Why wasn't it the same as when Barbra had seen it?

In the center was the huge block of concrete that protected the plutonium. They both ran to it. Blake examined the controls in front of it for a moment before he pushed one of the buttons. The block of concrete slowly moved aside to reveal the container of plutonium. They seized it and ran toward the door.

"Now Barbra!" Blake shouted.

They ran down the corridor, found the elevator, and went up into the house itself. As they got out of the elevator, Bruno was coming toward them. And he was carrying Barbra in his strong arms!

"She's breathing," he called to them.

"Come on! We've got to get her out of here, out into the fresh air!" Blake said.

They ran out of the house until they came to the helicopter. While Bobby started the motor, Blake loaded the plutonium in the aircraft and Bruno gently placed Barbra in one of the seats.

When they jumped in, Bobby took the helicopter up. In a minute they were above the trees, heading back to the city.

"Safe!" Blake shouted. "All four of us are safe! And we've recovered the plutonium!"

23. What did they do to get the plutonium?
24. Where did they go next?
25. Who did they see when they got out of the elevator?
26. What did Blake say when they were up in the air in the helicopter?

Structure and Pattern Practice

Sentence connectors are adverbial expressions that are used to join sentences which do not have any grammatical connection.

The house was like a fortress.

They had to find a way to get into it.

The house was like a fortress; nevertheless, they had to find a way to get into it.

Like the words that are used to introduce adverbial clauses, the sentence connectors fall into several different groups. Among them are the following.

Addition: *in addition, furthermore, besides*

Result: *therefore*

Contrast: *however, nevertheless*

Illustration: *for example, for instance*

A. Combine each pair of sentences, using the sentence connector given in parentheses.

EXAMPLE

Agriculture is an important activity in the region. Tourism is beginning to increase. (in addition)

Agriculture is an important activity in the region; in addition, tourism is beginning to increase.

1. Computers can do many jobs faster than people. They must be controlled by people. (nevertheless)
2. She was a new employee. They had not asked her to attend the meeting. (therefore)
3. He didn't ask enough questions. He didn't ask the right questions. (furthermore)
4. We have the technology to establish colonies in space. The cost would be enormous. (however)
5. The solar system contains many bodies that could be mined. The asteroids contain valuable minerals. (for example)
6. He didn't want to go because it was late at night. A fog was beginning to blow in from the ocean. (besides)

When the subject of an adjective clause is the same as the noun on which it depends, it can be shortened so that only a present participle (the *ing* form) or the past participle comes directly after the noun. The present participle represents an active verb while the past participle represents a passive verb.

They had to fight the natives who lived in the lands they were colonizing.

They had to fight the natives living in the lands they were colonizing.

Studies that have been made about the ozone layer indicate that it is in danger from chemicals that do not exist in nature.

Studies made about the ozone layer indicate that it is in danger from chemicals that do not exist in nature.

B. Shorten the following adjective clauses so that the noun on which each depends is followed by a present or past participle.

EXAMPLE

The colonies which were established in the New World had to overcome many difficulties.

The colonies established in the New World had to overcome many difficulties.

1. Some of the satellites that orbit the earth are used to improve communications.
2. The fog that was blowing in from the ocean was beginning to change into a drizzle.
3. The chemicals that are released by automobiles are causing damage to the environment.
4. The crew members who wore life belts were able to stay afloat in the water.
5. They didn't understand the message that had been scratched on the shell.
6. Many natives were killed by the diseases that were introduced by the colonists.

Many adverb clauses can be shortened by cutting out the introductory words and starting with a present or past participle.

Since he needed the money, he took the job even though he was afraid of her.

Needing the money, he took the job even though he was afraid of her.

Participial phrases usually occur at the beginning of the sentence and refer to the subject of the sentence. If they occur elsewhere, they should refer to the noun they follow.

Sometimes the introductory word is retained in the participial phrase.

When they colonized the new World, they introduced many diseases.

When colonizing the New World, they introduced many diseases.

C. Shorten the adverbial clauses to participial phrases. Do not retain the introductory word.

EXAMPLE

When she listened to people discussing politics, she decided to become a lawyer.

Listening to people discussing politics, she decided to become a lawyer.

1. Since he's good at math, he's thinking about an engineering career.
2. Because they're farmers, they don't spend much money for fruit and vegetables.
3. When she learned about his weakness for blondes, she decided to attract his attention.
4. When they use a special listening device, they can hear everything that she says.
5. Because they noticed her ability and personality, they recommended her for a promotion.
6. Because they believed the ocean was the edge of the world, they would not sail beyond sight of the shore.
7. Since she has an engineering degree, she will have no trouble getting a job.
8. When they passed his house, they saw that it was protected like a fortress.

D. Shorten the adverbial clauses to participial phrases but retain the introductory expression.

EXAMPLE

When she worked, she had to find somebody to take care of her child.
When working, she had to find somebody to take care of her child.

1. While he was looking for a sea route to the Indies, he discovered the American continents.
2. Although he was assigned to the computer center, he was not a programmer. *as*
3. Since she spent a few weeks in New York, she has been studying English.
4. Although they were injured in the explosion, they were able to stay afloat.
5. When they were swimming in the water near the island, they saw the lights of ships in the distance.

Pronunciation and Intonation Practice

A. Repeat several times.

clearly
clerk
girl
early
floor

growl *sound*
plural
world
alarm
flower

B. Repeat these sentences.

1. They felt that the world had whirled all around them.
2. I clearly heard that dog in the corner give a growl.
3. All around the world the early bird gets the worm.
4. You clearly need to understand these plural forms.
5. The girl who was early rang the fire alarm on our floor.

C. Listen and repeat.

When *any* is used in an affirmative sentence with the meaning of no matter who or what, it frequently receives the high intonation level to emphasize the idea.

EXAMPLE

Any information will be a help.

1. Any scientist can answer the question.
2. Any day will be all right.
3. Any wave may sink the boat.
4. Any plan will succeed.
5. Any street will take you downtown.

General Practice

Conversation.

What do you like better, stories like *Secret Operations Group B* or articles like *The Hole in the Sky*? Give your reasons.

Have you ever seen a movie or a television program similar to *Secret Operations Group B*? Do you think anything like it could happen in real life? Give your reasons.

How does a helicopter differ from other kinds of aircraft?

What does it usually mean in the United States when someone nods? What does it usually mean when someone shakes his or her head? Do those gestures mean the same thing in your country (or region)?

REVIEW

Structure and Pattern Practice

- A. Combine each pair of sentences so that the question with *why* becomes the main clause and the answer becomes a clause with *because*.

EXAMPLE

Why is she driving fast? She has to be at an important meeting by eight o'clock.
She's driving fast because she has to be at an important meeting by eight o'clock.

1. Why are they installing a computer? Management needs a great deal of information.
2. Why did they crowd onto the front half of the boat? The back half was sinking rapidly.
3. Why did the guards run to the front gate? They heard a crash there.
4. Why do doctors use computers? They can diagnose their patients' illnesses better.

- B. Change from sentences with clauses of reason with *because* to sentences with clauses of result with *so*.

EXAMPLE

I took a break because I was tired.
I was tired, so I took a break.

1. They give on-the-job training because they don't have a technical supervisor.
2. I bought a used car because I couldn't afford a new car.
3. They're doing a lot of advertising because they're having a big sale.
4. They've gone to see their travel agent because they're planning their vacation.

C. Combine each pair of sentences, using *so . . . that* or *such . . . that*.

EXAMPLE

He did a lot of exercise. He couldn't move the next day.
He did so much exercise that he couldn't move the next day.

1. The water was rough. They couldn't keep the boat afloat.
2. They have a problem with maintenance. They've hired several repairmen.
3. They have a lot of employees. They're not going to hire any more.
4. I had a serious illness. I had to stay in the hospital for a month.

D. Combine each pair of sentences so that the second becomes a clause of purpose beginning with *so that*.

EXAMPLE

He bought a television set. He wanted to watch the election results.
He bought a television set so that he could watch the election results.

1. They hired several technicians. They wanted to keep all their machines in working order.
2. They've established several new policies. They want to make the company more efficient.
3. They've hired a technical supervisor. They want to give their new employees vocational training.
4. She started to make pottery. She wanted to work with her hands.

E. Change these sentences so that they use a clause beginning with *although* instead of a clause with *but*.

EXAMPLE

She was poor, but she was successful in college.
She was successful in college although she was poor.

1. They speeded up the assembly line, but they couldn't increase production.
2. He took some vocational courses, but he can't fix any of the appliances in his house.
3. We have learned a great deal about what lies out in space, but we still need to obtain more knowledge.
4. They've built several new power plants, but they can't meet all the need for electricity.

F. Change to future-possible conditions.

EXAMPLE

If she bought the house, she would need a car.

If she buys the house, she will need a car.

1. If they speeded up the assembly line, production would go down, not up.
2. If they landed on Mars, they would have to have systems to support life.
3. If you had locked the door, I couldn't have gotten into the house.
4. If he walked along the highway, he might get a lift.
5. If they had all stretched out, there wouldn't have been enough room for them.

G. Change to present-unreal conditions.

EXAMPLE

If he swims to another island, he can send a message.

If he swam to another island, he could send a message.

1. If the jury had found him guilty, he would have gone to prison.
2. If he hadn't thrown the money into the other car, he would have had ten thousand dollars.
3. If the ship had been faster, they could have gotten away from the destroyer.
4. If the wall is electrified, they can't climb over it.

H. Change to past-unreal conditions.

EXAMPLE

If you listened, you'd learn the answer.

If you had listened, you would have learned the answer.

1. If they install a computer, they won't need so many employees.
2. If they didn't have the correct information, they couldn't solve the problem.
3. If you go shopping in the morning, you will find fresh fruits and vegetables.
4. If you warned me, I'd know we were in some kind of danger.

I. Change to indirect statements.

EXAMPLE

"I took the examination on Friday," she said.
She said that she had taken the examination on Friday.

1. "Some men have been threatening me," she said.
2. "I can swim out into the middle of the strait to find one of our boats," he said.
3. "I need all the information I can get," I said.
4. "I'll make all the arrangements for you," she told me.

J. Change these question-word questions to indirect questions.

EXAMPLE

"What are you arguing about?" I asked them.
I asked them what they were arguing about.

1. "How can I get a message to the base?" he asked.
2. "Where are the other members of the crew?" they asked him.
3. "How long will it take the jet to cross the ocean?" she asked.
4. "How am I going to be able to recognize you?" I asked her.

K. Change these yes-no questions to indirect questions with *if*.

EXAMPLE

"Can you operate a computer?" I asked him.
I asked him if he could operate a computer.

1. "Do we really need a computer?" the boss asked.
2. "Can you find any mistakes in the report?" they asked me.
3. "Will they recognize you?" I asked her.
4. "Do I need to wear a mask?" he asked the leader of the group.

L. Combine each pair of sentences, using the sentence connector given in parentheses.

EXAMPLE

I can't go with you because I have a lot of work to do. I'm not feeling very well. (besides)

I can't go with you because I have a lot of work to do; besides, I'm not feeling very well.

1. They've built several new power plants. They can't meet all the needs for electricity. (however)
2. They found spices on the islands. The natives had gold and silver. (furthermore)
3. They brought back gold and silver from the New World. They found many fruits and vegetables that were useful. (in addition)
4. The exploration of space is very expensive. They have cut back on space programs. (therefore)
5. There are many unknown dangers in space. We do not know what effects radiation will have. (for example)
6. She was afraid of the man. She entered his house. (nevertheless)

M. Shorten the adjective clauses so that the noun on which each depends is followed by a present or past participle.

EXAMPLE

Diseases that were carried by the sailors killed many of the natives.

Diseases carried by the sailors killed many of the natives.

1. They had to overcome many dangers that were encountered on the voyage.
2. We have to end the pollution that threatens the environment.
3. He was trying to send a signal to the ship that was patrolling in the area.
4. They couldn't agree on the plan that was suggested by their leader.

N. Shorten the adverbial clauses to participial phrases. Do not retain the introductory word.

EXAMPLE

Because she is interested in politics, she has studied law.
Being interested in politics, she has studied law.

1. Because he has a degree in business administration, he got a middle management job immediately.
2. While they were loading the flame throwers, they had to be very careful.
3. As she entered the elevator, she began to be afraid.
4. Since they have a great deal of information, they can make better decisions.

O. Shorten the adverbial clauses to participial phrases but retain the introductory expression.

EXAMPLE

Since she obtained her degree, she has worked for a large corporation.
Since obtaining her degree, she has worked for a large corporation.

1. While they were trying to put out a fire, several men and women were injured.
2. While he floated in the water, he became unconscious.
3. Although they were advertised on television, their new products did not sell well.
4. Although he was told to wear his gas mask, he forgot it.

General Practice

Reading comprehension. Read this paragraph and then answer the questions.

Through the Storm (Part 3)

The whole side of the mountain was carrying us down. There was nothing we could do to stop the ambulance or to control it. We heard rocks striking the side of the ambulance, but we could only hope that they weren't causing too much damage. Then, just as suddenly as we had been carried away, we abruptly came to a stop. We looked at each other for a moment before we pushed open the doors. The ambulance was surrounded by dirt and rocks. Quickly we began to dig the wheels free. When Judy got back in and stepped on the accelerator, the ambulance moved forward inch by inch until it was free. At last we were able to go ahead to the town that had called us for help. We hardly noticed that the rain and wind had started to die down. Then just as we saw the first houses of the town, the sun suddenly broke out from the clouds. We had arrived; we would be able to help the people who had been injured in the storm.

1. What was carrying them down?
2. What could they do?
3. What did they hear? What could they hope?
4. What happened abruptly?
5. What did they do after they looked at each other?
6. What did they find?
7. What did they quickly begin to do?
8. What happened when Judy got back in the ambulance?
9. What were they able to do at last?
10. What did they hardly notice?
11. What happened just as they saw the first houses of the town?
12. What would they be able to do?

Vocabulary

The following list includes the words introduced in Book 6. The number indicates the page on which the word first appears. If a word can be used as more than one part of speech, the way it is used in the book is as follows: n = noun, v = verb, aux = auxiliary verb, adj = adjective, pron = pronoun, prep = preposition, poss = possessive, interj = interjection, intens = intensifier. If a word has more than one meaning or is part of a longer word or expression, the meaning or complete expression used in the book will be in parentheses.

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Irregular Verbs

Principal Parts of Irregular Verbs

INFINITIVE	PAST	PAST PARTICIPLE
to be (is, am, are)	was, were	been
to beat	beat	beaten
to become	became	become
to begin	began	begun
to bend	bent	bent
to bind	bound	bound
to blow	blew	blown
to break	broke	broken
to bring	brought	brought
to build	built	built
to buy	bought	bought
to catch	caught	caught
to choose	chose	chosen
to come	came	come
to cost	cost	cost
to cut	cut	cut
to deal	dealt	dealt
to dig	dug	dug
to do	did	done
to draw	drew	drawn
to drink	drank	drunk
to drive	drove	driven
to eat	ate	eaten
to fall	fell	fallen
to feel	felt	felt
to fight	fought	fought
to find	found	found
to flee	fled	fled
to fly	flew	flown
to forget	forgot	forgotten
to freeze	froze	frozen
to get	got	gotten
to give	gave	given

INFINITIVE

PAST

PAST PARTICIPLE

to go	went	gone
to grow	grew	grown
to hang	hung	hung
to have	had	had
to hear	heard	heard
to hide	hid	hidden
to hit	hit	hit
to hold	held	held
to hurt	hurt	hurt
to keep	kept	kept
to know	knew	known
to lead	led	led
to leave	left	left
to lend	lent	lent
to let	let	let
to lie	lay	lain
to light	lighted, lit	lighted, lit
to lose	lost	lost
to make	made	made
to mean	meant	meant
to meet	met	met
to overcome	overcame	overcome
to overhear	overheard	overheard
to pay	paid	paid
to put	put	put
to quit	quit	quit
to read	read	read
to ride	rode	ridden
to ring	rang	rung
to rise	rose	risen
to run	ran	run
to say	said	said
to see	saw	seen
to sell	sold	sold
to send	sent	sent
to set	set	set
to shake	shook	shaken
to shoot	shot	shot
to show	showed	shown
to sing	sang	sung
to sink	sank	sunk
to sit	sat	sat

INFINITIVE

to sleep
to speak
to speed
to spend
to spread
to spring
to stand
to steal
to strike
to swim
to swing
to take
to teach
to tear
to tell
to think
to throw
to understand
to wake
to wear
to win
to write

PAST

slept
spoke
speeded, sped
spent
spread
sprang
stood
stole
struck
swam
swung
took
taught
tore
told
thought
threw
understood
woke
wore
won
wrote

PAST PARTICIPLE

slept
spoken
speeded, sped
spent
spread
sprung
stood
stolen
struck
swum
swung
taken
taught
torn
told
thought
thrown
understood
woken
worn
won
written

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Robert J. Dixon

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ISBN 0-13-595364-2



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